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# Catalogue Niagara University

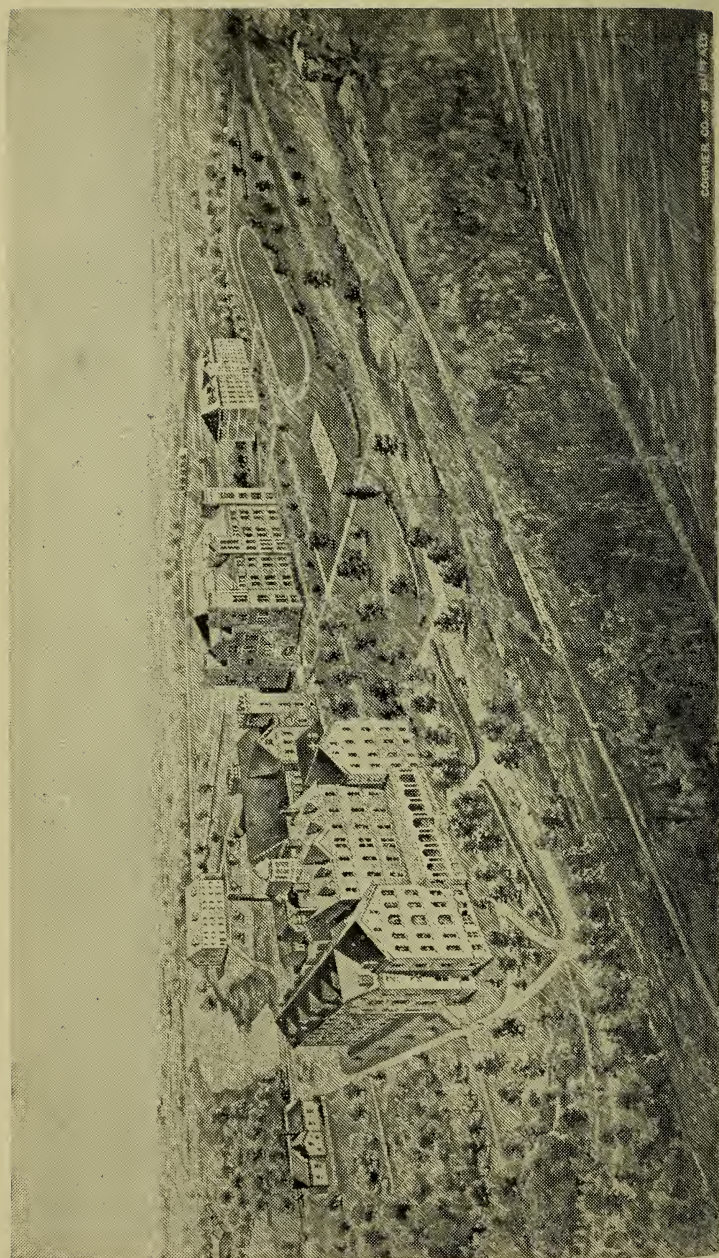


1920-1921

NIAGARA FALLS  
NEW YORK







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CATALOGUE

# Niagara University



1920-1921

NIAGARA FALLS  
NEW YORK





## Calendar for 1920-1921

- Sept. 15—Scholastic year begins. Entrance examinations.  
Sept. 16—Formal opening of school. Solemn Mass with singing of the Veni Creator.  
Sept. 17—Classes resumed.  
Oct. 1—October Devotions begin.  
Oct. 28—Annual Retreat begins at 8 p. m.  
Nov. 1—Feast of All Saints. Solemn Mass and Sermon. Closing of Retreat.  
Nov. 8—Quarterly Examinations.  
Nov. 21—Feast of the Presentation of the Blessed Virgin Mary. Foundation Day. Solemn Mass. Bishop's Day.  
Nov. 25—Thanksgiving Day.  
Nov. 26—Public reading of the marks for the First Quarter.  
Nov. 29—Novena in preparation for the Feast of the Immaculate Conception begins.  
Dec. 8—Feast of the Immaculate Conception. Solemn Mass and Sermon. Sodality Reception.  
Dec. 16—Novena in preparation for Christmas.  
Dec. 21—Christmas vacation begins.

### 1921

- Jan. 5—Christmas vacation ends. Studies resumed.  
Jan. 25—Feast of the Conversion of St. Paul. Anniversary of the Foundation of the Congregation of the Mission. Solemn Mass and Sermon.  
Jan. 27—Mid-year Examinations.  
Feb. 2—Feast of the Purification of the Blessed Virgin Mary. Candlemas Day. Solemn Mass.  
Feb. 10—Public reading of the marks for the Second Quarter.  
Feb. 17—Preliminary Oratorical Contest.  
Feb. 18—Preliminary Elocution Contest.

## Calendar for 1920-1921

- Feb. 22—Washington's Birthday.
- Mar. 17—Feast of St. Patrick. Solemn Mass and Sermon.
- Mar. 23—Easter Vacation begins.
- Mar. 30—Easter Vacation ends. Studies resumed.
- Apr. 7—Quarterly Examinations.
- Apr. 21—Public reading of the marks for the Third Quarter.
- May 1—Benefactors' Day.
- May 4—Blessing of the grounds. Procession. Litany of the Saints.
- May 5—Feast of the Ascension. Solemn Mass and Sermon.
- May 16—Final Oratorical Contest.
- May 23—Final Elocution Contest.
- May 30—Decoration Day.
- June 13—Final Examinations.
- June 19—Solemn Mass and Baccalaureate Sermon.
- June 21—Commencement Day. Summer Vacation begins.



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Assistant Prefect of Discipline.



## Announcement

Niagara University not only enjoys the powers and privileges of a University granted to her by the Legislature of the State of New York, but she is numbered by the Board of Regents of the same State among the approved Colleges of high standard, and her Degrees placed in the same class as those of the leading educational institutions of the country.

It is the aim of the Faculty and, we feel certain, the wish of our Alumni, that this high standard be maintained. The University has just completed the sixtieth year of her existence.

Her Alumni have become prominent in Church and State, in public and professional life. Like similar institutions, she has more than once passed through periods of financial stress and is constantly in need of funds to continue and expand the good work in which she is engaged. Hence, she appeals to her many sons and friends for financial assistance.

Whilst new buildings have been erected since the Golden Jubilee, others are required and old ones stand in need of constant repair. A Chemical and Engineering Department is now a necessity, and our close proximity to the large manufacturing plants at Niagara Falls would afford students, in this Department, facilities enjoyed in no other college.

Some of our Alumni are men of considerable means and could greatly help their Alma Mater; others are acquainted with wealthy men and women whom they might influence to assist very materially in the expansion of Niagara University. "Old Niagara" could be remembered in the wills of her former students or made the beneficiary of an insurance policy, as is done by the alumni of other Universities. In this way, "Our College Home" would be enabled to expand her usefulness and to keep up with the ever-changing and advancing needs and conditions of modern life.

Our legal title is, Niagara University, in the Town of Lewiston, Niagara County, New York.



## NIAGARA UNIVERSITY, N. Y.

**HISTORY.** Niagara University was founded in the year 1856, by the Rev. John J. Lynch, C. M., afterwards the first Archbishop of Toronto, Canada. Locating first in the City of Buffalo for the purpose of opening a college, Father Lynch could not be content until he saw the realization of the dream of his boyhood days, that of founding an institution of learning within sight of Niagara's mighty cataract. The purchase of 100 acres known as the "Vedder Farm," and later on, of 200 acres from the De Veaux estate, were the initial steps towards the fulfillment of his fondest hopes. On the De Veaux farm was a brick hotel or inn, situated a little in front of the present porch. Here the poor missionary, on May 1, 1857, laid the foundation of the Seminary to which Pope Pius IX, of glorious memory, gave the name of "Our Lady of Angels." The little institution gradually increasing in dimensions and usefulness, more spacious quarters were sought. Through the generous donation of a Father McGinness, formerly of Brooklyn, N. Y., and by the untiring labors of our founders, a more suitable structure was erected. The conveniences thus afforded were not long to be enjoyed. When everything pointed to a most successful future, a disastrous fire, which occurred in December, 1864, left the Seminary a smouldering mass of ruins. Not to be dismayed by difficulties, the struggling Community lost no time in the work of reconstruction, with the result that the south wing of the present building was soon completed. Only nine months after her students had been scattered, the Seminary again opened her doors to receive back those who had been forced to leave for want of accommodation. When the center portion was added in 1866 and the north wing in 1868, the imposing building that today occupies such a prominent position on the American bank of the Niagara River loomed up as a huge castle, commanding a view of the country for a radius of several miles.

The building known as the Alumni Chapel, because erected largely through contributions from Niagara's former students,

was begun in the year 1874. It was the project of the Rev. Robert E. V. Rice, C. M., the fourth President of our institution. On account of numerous delays in its construction, Father Rice did not live to see the accomplishment of his purpose. The Rev. Patrick V. Kavanagh, C. M., his successor, finally succeeded in opening this magnificent edifice for divine service, presenting it as a fitting monument to his predecessor, "Niagara's Second Founder." This building also was destroyed by fire on August 5, 1898, only the walls remaining after the flames had spent their fury. Instead of restoring it to its former condition, it was deemed advisable to erect what was known as the "Alumni Hall," affording commodious quarters for the literary and social organizations, and supplying many needs which were then most urgent.

On the 20th of April, 1863, by an act of the New York State Legislature, the institution was chartered under the name of "The Seminary of Our Lady of Angels." Without losing any of the honored and sacred memories of the past, the Seminary of Our Lady of Angels, in the year 1883, changed its name to that of Niagara University. On August 7th of that year the Regents of New York, finding that our institution met all the requirements of law, granted the new charter, conferring all the powers and privileges bestowed upon similar institutions within the jurisdiction of the Regent body. According to the powers thus obtained there was founded the Niagara University Medical College, followed in a few years by a School of Law. It was not the intention of the Faculty of '83 to endeavor to draw under its jurisdiction as many separate faculties as could be induced to enter. This would only tend to divert them from their main purpose, the education of the Catholic youth. They were merely aiding certain reputable physicians and lawyers to found schools whose extended courses and rigorous requirements would help to elevate the studies of their professions in the Empire State. It was the Niagara University Medical College which inaugurated a movement, since become obligatory in our State, of requiring four years of study in a medical school before the degree of M. D. could be obtained. Having aided a deserving



cause, these two schools were finally affiliated with the University of Buffalo, carrying with them the popularity and renown so justly deserved.

The ever-increasing demands made upon the institution rendered imperative the erection of another building. Completed during the preceding summer, St. Vincent's Hall was opened in September of 1906. The new addition was a long cherished hope of the Faculty and student body; its need was felt by all, and the students recognized that they had here what was required for their intellectual and physical development. Its external appearance emulated in grandeur and prominence the present Administration building, and gave to our friends and alumni another proof of the advancement of Niagara University. The most recent additions to our equipment are the O'Donoghue Memorial and the Convent of the Little Sisters of the Holy Family. The first, erected in memory of a former professor and benefactor of the institution, Rev. Francis O'Donoghue, C. M., meets the demands of the students of the present day. It is intended for those who desire private living rooms, and with its modern equipment affords the students all the conveniences of home and tends to make their college life more pleasant.

Niagara University is under the care of the Priests of the Congregation of the Mission, or Vincentians, so called from their founder, St. Vincent, who established the Community in the 17th century in France. Over twenty colleges, seminaries, parishes, etc., have been confided to their care in the United States, while extensive educational establishments in Europe, Asia, Africa, South America, the Philippines and the West Indies are controlled by them.

**LOCATION.** Situated at an elevation of nearly 600 feet above sea-level and 250 feet above the Niagara River, the University occupies a site of 300 acres on the New York bank of the river, between the Falls and Lake Ontario. The location is ideal, and for sublimity of scenery is unrivalled. To the south, the clouds of the mist from both Falls are visible; to the southwest, the Whirlpool, from which rushes forth the tortuous Niagara, whose course can be followed for a distance of seven

miles to the north, until it loses its identity in the majestic waters of Lake Ontario. The entire Niagara frontier is celebrated in song and story by reason of its picturesqueness and of the important part it played in the war of 1812. Lundy's Lane on the Canadian border is but a short distance to the south; Brock's monument to the northwest marks the field of the battle of Queenston; across the river is the village of Lewiston, where the fight was continued, while further to the north is the American Post, Fort Niagara. Years before the earliest of these events, the explorer, La Salle, and the missionary, Hennepin, visited these regions and made among the Indians many converts to the Faith.

**EQUIPMENT.** The main building and wings are five-story structures, which have been remodeled within the past few years. On the ground floor are found the kitchen, refectories, store-rooms, etc. The Chapel, seminarians' living rooms and those of the Faculty, the University library, containing about 20,000 volumes, a reading room for the seminarians, recreation and class rooms and the scientific laboratories occupy the remaining floors. In this building are located also the Administration Offices, long distance telephones and the University Post Office.

St. Vincent's Hall contains on the first floor a swimming pool 60 by 20 feet, varying in depth from five to eight feet; hot and cold showers with individual steel lockers; regular size bowling alleys, club rooms, the college store and athletic quarters. On the second floor, besides the large assembly hall, are found the capacious and fully equipped recitation rooms and the office of the Prefect of Discipline. The sleeping room on the next floor is spacious and well ventilated; the high ceiling and large windows in this room as well as in the assembly hall and class rooms are a prominent feature of this building. Adjoining the sleeping quarters is the lavatory, fully equipped with individual basins with running water, lockers, etc. The entire top floor is used as a gymnasium with up-to-date appliances and facilities for carrying on all kinds of indoor games. This room is 150 by 80 feet, unobstructed by columns, the roof being carried on

steel trusses of 80 feet span. The height from the floor to the lower chord of trusses is such as to afford ample room for all kinds of gymnastic apparatus, and to offer no obstruction to basketball, baseball, tennis or other athletic games. Abundant light is supplied through the windows at the sides and ends and through four large skylights in the roof. No pains or expense have been spared to make this entire building the most complete of its kind in the country. Special attention has been paid to the lighting, especially in the assembly hall, electricity being used throughout. An efficient system of ventilation keeps the air in the building pure and fresh, and the steam heating renders the building comfortable even in the coldest weather.

The walls of the lately demolished Alumni Hall have been strengthened and built considerably higher than they were before the fire of 1913. The principal reason for extending the walls was to give sufficient height to the ceiling in order to place the Chapel on the top floor. The first floor is used for school purposes, such as meeting rooms for the literary societies, music rooms and laboratories for the scientific department.

The O'Donoghue Memorial, besides the quarters of the Assistant Prefect of Discipline and the office of the Prefect of Studies, contains ample accommodations for those who wish to avail themselves of the advantages of private rooms. The students' apartments are commodious, well lighted and ventilated, and, like the rooms in the other buildings, heated by steam to offset the blasts of Niagara's winters. All necessities are supplied, running water is found throughout this building, and hot and cold baths are installed on every one of the four floors. The building is under the surveillance of a Prefect of Discipline.

The Convent of the Little Sisters of the Holy Family was designed for the accommodation of the Sisters, where they may live in strict conformity to their community rule and carry on their religious exercises. It contains the living rooms, a community room and a chapel for the exclusive use of the Sisters. On the ground floor is found a fully equipped Troy steam laundry. These Sisters have charge of the kitchen, refectories, laundry, mending of linens, etc.

**SYSTEM OF EDUCATION.** The system of education followed at Niagara University is one that tends to develop the moral and intellectual faculties of the student. Our aim is not merely to instruct or to impart knowledge, but to prepare the student, by a thorough training, to solve the fundamental problems of life, and to discharge his duties to his fellow-men, to the State and to his God. The needs of the present time demand much from an educational institution, and the one which cannot meet these demands has to fear for its existence. This fact has led in many schools to the adoption of the elective system, whereby the student endeavors to acquire a knowledge of those subjects which he especially needs for his future position in the world. This combined with the tendency to finish as soon as possible, often develops into an unsystematized training, the mental discipline imparted is not sufficient for the technical knowledge required, and from such a course of studies we can expect but very poor results. The system pursued at Niagara University does not entirely disregard elective studies. Under competent direction they are often desirous and advantageous. To specialize makes one proficient in a selected line of work, but specialization accomplishes nothing unless there is laid the foundation of a liberal education. The former students of our institution readily admit our adherence to the study of Latin and Greek. These ancient classics are still pursued with an exactness that is necessary to equip uniformly and develop the student so that he may more successfully undertake the studies of the professional and technical schools. The literature of these languages with its refinement and elegance is carefully studied, training the mind of the student and affording him the greatest assistance to acquire a more thorough knowledge of his own English tongue. With this all-important factor of education, our courses in English, history, mathematics, modern languages and the sciences are systematically developed. At the completion of our curriculum, the graduate not only possesses the practical knowledge which he desires, but, what is of the highest importance, he goes forth as a man of broad culture, one whom we may call in the true sense of the word a man of education.



**MORAL TRAINING.** Having in our course of studies all that is best in the most approved systems, there is found at Niagara University one form of development which, though essential to education, is lacking in many schools of learning. To develop the entire man, his moral and religious character must receive proper attention. To check the wrong and to promote the good tendencies of youth, to instill into the mind sound religious principles, is so important an element of education that without it, all intellectual training is of no avail. To neglect this is to leave that most noble part of man a prey to all that is wicked and depraved. We have too many intellectual giants with morally depraved souls. The intellectual world today is perplexed in its endeavor to overcome the evil tendencies of the human race. Improve the system as we may, if the religious side of man's character is not developed we are only laboring in the dark without hope of success. The majority of our great educators, irrespective of creed, believe with the great English statesman that "every system of education which places religion in the background is pernicious." As in other Catholic institutions, religious instruction is found throughout our whole course. While the intellect is trained, the heart is purified and the will properly guided and strengthened by the salutary influence of religious instruction and association. Everything is done to train the student in the practices of religion. Besides the instruction imparted in the class room, attendance at daily Mass, though not obligatory, is encouraged, and all approach the Sacraments in a body at least once a month. The Church ceremonial is carried out in all its grandeur; sermons on all Sundays and principal feasts are preached by the Theologians of the Seminary Department; instructions are given at the weekly meetings of the Sodality and at other times during the year. Many of the students are weekly and daily communicants. Daily communion is, in accordance with the wish of our Holy Father, urged and encouraged. Niagara's proud boast is, that she labors throughout our broad land, in every nook and corner, for the glory of God and the salvation of souls.

**COURSES OF STUDIES.** Niagara University offers courses of studies leading to the Degrees of Bachelor of Arts, Bachelor of Science and Bachelor of Philosophy. These courses, arranged to meet the requirements of the respective Degrees, afford the students the best means of acquiring a sound education, while a certain latitude is given to pursue those subjects which will best suit them to reap the practical advantages of a higher education.

The High School courses prepare the student to meet the entrance requirements of the College. While the subjects are not strictly elective, they are so combined in well regulated courses as to enable the students to obtain a "College Entrance Diploma" in Arts, Science or Engineering. Upon the completion of our preparatory course, law, medical, dental and veterinary certificates may be obtained from the Regents of the University of the State of New York. A diploma is granted to those who satisfactorily complete one of our four-year high school courses.

**LABORATORIES.** As the sciences are taught in every course, the University possesses well-equipped laboratories for individual experiments. Abundant opportunities are offered for the elementary and advanced work in Biology, Chemistry and Physics. A small laboratory fee is charged for materials.

**LITERARY SOCIETIES.** From the very beginning of its existence Niagara University has been famous for its societies. The R. E. V. R., the S. O. L. A., and the B. L. A. Literary Associations afford splendid opportunities for supplementing the work of the English classes with original literary work. By means of frequent debates, orations, essays and impromptus the members cultivate self-possession, form habits of easy composition and ready speaking and acquire a facility and accuracy in reasoning. Nearly every student is enrolled in one of these societies.

**ATHLETICS.** For the physical development and enjoyment of the students, athletics are fostered and encouraged. These, however, are always made subservient to the chief end of a



college education. Undue attention to these at the expense of studies bars the student from participation in all athletic games. Besides the fine gymnasium and swimming pool described above, the institution possesses a large campus suitable for all kinds of outdoor games. An experienced director is in attendance in the gymnasium, and all athletic games are under the supervision of a board composed of members of the Faculty.

### College and High School Burses

1. The "P. V. Kavanagh Burse," given by the late Very Rev. P. V. Kavanagh, C. M.

2. The "McIncrow Burse," given by Rev. J. P. McIncrow, Amsterdam, N. Y.

3. The "Dean Colgan Burse," given by the Very Rev. Peter Colgan, Corning, N. Y.

4. The "C. J. V. Eckles Burse," given by Rev. Charles J. V. Eckles, C. M.

5. The "C. J. V. Eckles Burse," given by Rev. Charles J. V. Eckles, C. M.

6. The "P. J. Menahan Fund," given by Mr. P. J. Menahan, Brooklyn, N. Y.

7. The "Seep Burse," given by Mr. Joseph Seep of Titusville, Pa.

8. The "Michael Meagher Burse," given by Rt. Rev. Msgr. Michael Meagher, LL. D., of Ridgway, Pa.

The "Seminary Burses" will be found in the Seminary Catalogue, copies of which will be furnished on application.

Any student holding a scholarship or enjoying the benefit of a burse and failing to maintain an average of at least 75 per cent. in his studies shall thereby forfeit his privilege.

## Regulations

The scholastic year, consisting of two terms of twenty weeks each, begins early in September and terminates about the third week in June. Quarterly examinations are held and the reports of each quarter are sent to the parents or guardians. It is important that the students be present on the opening day.

No classes are taught on Wednesdays, or on days of religious or national observance.

A vacation is granted at Christmas and at Easter. The time of the Christmas vacation will be from the 22d of December to the 5th of January. The time of the Easter vacation will be from the Wednesday of Holy Week to the Wednesday of Easter Week. We earnestly request parents to co-operate with the institution in its enforcement of discipline that all students return on the day appointed. Requests from parents for an extension of time cannot be granted without serious detriment to the students' class work. Exceptions made in favor of some are, moreover, unfair to the others, and are a great injury to the discipline of the institution.

Written notices are sent to parents informing them of the arrival of their sons.

To stop off at Niagara Falls or Buffalo when leaving college for vacations is contrary to discipline.

It is expected that for only very urgent reasons requests for absence be made during the year, particularly on days of study, as such interruptions seriously retard the student's progress, besides being detrimental to discipline. When such requests are made, they should be by letters signed by the parent or guardian and addressed to the President or Prefect of Discipline.

Those who are not present on the opening days, whether after the summer holidays or after the Easter or Christmas vacation, are ineligible for class honors, unless satisfactory excuses are offered and the work covered by examinations.

## DISCIPLINE.

The enforcement of discipline, while mild and considerate, is in every instance exacted. No student will be retained, if his

conduct warrants his removal, whether for his own or the good of the student body. This refers not only to the morals, but also to one's fidelity to duty.

The use of fire-arms is strictly prohibited.

The use of intoxicants, or their introduction into the institution, or the frequenting of places where these are sold, is also prohibited under pain of expulsion.

Students are not allowed to go beyond the College boundaries without permission, nor is the indiscriminate visiting of the city tolerated.

The hour for rising is 6 o'clock; retirement at 9.30.

All correspondence is subject to the inspection of the Prefect of Discipline.

No student will be permitted to remain at the College during the Christmas or summer holidays.

Each student should be supplied with clothing, towels, napkins, etc., and have same marked with his name.

For gymnastic exercises all are required to wear a jersey, loose trousers and rubber-soled shoes.

## EXPENSES

Tuition for scholastic year.....	\$100.00
Board and lodging, washing and mending of linen for scholastic year .....	300.00
Private room for scholastic year.....	75.00
Dinner for half boarders for scholastic year.....	75.00
Laboratory fee for scholastic year.....	15.00
Graduation fee .....	10.00
Special examinations .....	2.00
Certificate of credits.....	1.00
Each change in registration.....	.25

Gymnasium, Swimming Pool and Athletic fee for scholastic year included in board and lodging.

Dues for the different student organizations, as the Literary Societies, etc., must be paid by the student from his pocket money, and no student will be allowed to have such dues charged upon the bill sent to his parents or guardians.

No student will be allowed to continue his studies until his accounts have been settled.

There is required a deposit of \$5.00 against damage to private rooms. No room will be reserved until this deposit has been made.

Books and stationery may be purchased at the college at current rates, but parents desiring such articles to be charged to their account should make a deposit in advance for this purpose with the Treasurer.

Positively no money nor clothing will be furnished to students by the Treasurer unless a sufficient deposit has been made in advance.

Pressing and repairing of clothing will be done at the college at normal rates.

Books and other incidentals are not included in any scholarship.

Students will be received at any time, and will be charged only from the first of the month in which they enter.

No deduction will be made for withdrawal within the term, except on account of protracted illness.

There is no extra charge for the services of the Physician at the College.

Medicines and hospital accounts are charged to individuals, and no reduction is made for time in hospital.

The college does not hold itself responsible for books, clothing or belongings of students.

Remittances should be sent to Treasurer by bank draft, check or money order, and made payable to "Niagara University."

Commencement honors will not be conferred on any student whose account with the College has not been settled.

All bills must be paid half yearly in advance, that is, in September and February.

## DIRECTORY

**Mail**—Mail matter should be addressed to

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Niagara University P. O., N. Y.

**Express**—The National, the American and the Wells-Fargo Express companies have offices at Niagara Falls or Suspension Bridge. Other companies send their expressage through these. All expressage must be prepaid.

**Railroads**—Some ten or more of the more important lines converge at Suspension Bridge. From points east, the Lehigh Valley, the D., L. & W., the New York Central, the West Shore, and the Erie. From points west, the Michigan Central, the Grand Trunk, the Lake Shore and others.

**Station**—The railroad station nearest the College is that of Suspension Bridge.

**Baggage**—All baggage should be checked to Suspension Bridge Station.

**Trolley**—The Riverview trolley leads to the College.

**Telephone**—The University is equipped with local and long-distance telephones.





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NIAGARA UNIVERSITY  
College Department

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## Faculty

VERY REV. WILLIAM E. KATZENBERGER, C. M.  
President—Mathematics.

REV. EDWARD A. ANTILL, C. M.,  
Christian Doctrine.

REV. MATTHEW J. ROSA, C. M.,  
Christian Doctrine.

REV. JOHN J. O'BYRNE, C. M.,  
Latin.

REV. JOSEPH A. DEEGAN, C. M.,  
Greek, History.

REV. FELIX J. DROUET, C. M.,  
French.

REV. THOMAS A. GORMAN, C. M.,  
Philosophy of Literature.

REV. M. FRANCIS O'NEIL, C. M.  
Philosophy, History of Philosophy.

REV. JOHN A. O'SHEA, C. M.,  
Chemistry.

REV. FRANCIS J. DODD, C. M.,  
English, Mathematics.

REV. ARTHUR J. FLOOD, C. M.,  
Sociology.

REV. JOSEPH V. O'CONNOR,  
English, Latin.

REV. JOHN REGAN, C. M.,  
Biology.

MR. JOHN F. BLAKE, A. B.,  
Physics.

PROF. J. ERNEST REIGER, MUS. DOC.,  
Music.

ROBERT J. TALBOT, M. D.,  
Attending Physician.

## College Department

### REQUIREMENTS FOR ADMISSION

All candidates for the College Department must present satisfactory letters concerning their habits and moral conduct.

Admission to the Freshman year without examination may be obtained by presenting a New York Regents' Diploma, or Certificates from the Department of Education of New York that signify the completion of four years of High School work. Those who have satisfactorily completed a four-year Academic course in a school recognized by the Regents of New York as maintaining such a course, may be admitted by presenting a certified statement to that effect from the Principal of the school. This statement should signify the standing in each subject and the number of hours given to each.

Students who wish to enter an advanced class must present satisfactory statements of the previous studies. Such statements must be certified by the Principal of the school, and should specify the number of hours given to each subject and the rating in per cent. It is reserved to the Faculty to pronounce them satisfactory or to require the candidate to submit to an examination. Application blanks will be furnished by the University upon request from the candidates.

1. Admission to the Freshman Class of the A. B. Course presupposes the following:

**ENGLISH**—Four years of High School or Academic English. A thorough knowledge of grammar is required. Particular attention is given to the theoretic and practical knowledge of the paragraph as the unit of discourse. A student's equipment in English will be judged more from his ability to write clearly and forcibly than from an accumulation of facts concerning authors, etc. He should then be grounded in the various forms of composition—description, narration, exposition and argu-

ment, and be familiar also with the common figures of rhetoric and their application. He should have read the works required for College entrance or preferably, where possible, works by Catholic authors of equal merit.

**LATIN**—Four years of Latin, including a thorough knowledge of grammar, prose composition and acquaintance with hexameter verse and the rules of prosody. The applicant is supposed to have read Caesar, Cicero's Orations, Livy and Virgil's Aeneid.

**GREEK**—At least two years' work in the study of Greek is required. The student should have acquired a mastery of the grammar, with a familiarity with the verb forms and rules of syntax. He should be acquainted with the euphonic changes and vowel contractions, and be able to construct sentences in prose after the manner of Arnold's Prose Composition. He is supposed to have read the Anabasis and Eutropius or Plato's Apology.

Note—Equivalents to any or all the above authors may be offered in Latin or Greek.

**MODERN LANGUAGES**—Two years in French, German, Spanish or Italian.\* The student will be expected to read and write with ease; to be familiar with the rules and exceptions of grammar; to be able to carry on simple conversations, and to have read works of standard authors in the language he offers.

**MATHEMATICS**—In Algebra, the intermediate and elementary courses should be completed, extending from the fundamental operations to the end of quadratics, with the treatment of progressions, the binomial theorem, logarithms and graphic interpretation of equations. The student should have a complete knowledge of Plane and Solid Geometry.

**HISTORY**—The study of American History with Civics is required.

**SCIENCE**—One year in one of these three: Biology, Physics, or Chemistry.

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\* May be offered in place of the equivalent in Greek.

**CHRISTIAN DOCTRINE**—All Catholic students are expected to have a knowledge of this subject as outlined in De Harbe's large Catechism.

Note—Courses in the third year of Greek, Trigonometry, English History, History of Great Britain and Ireland, Biology, Physics and Chemistry are given in our High School Department. Students who wish to pursue any of these will have an opportunity of doing so during the first years of College.

2. Candidates for the B. S. Course must offer the above requirements in English, Mathematics, Modern Languages and History. In addition to these they should have completed one year of Biology, one year of Physics, one year of Chemistry and three years of Latin. No Greek is required in this course.

3. The requirements for admission to the Freshman year of the Ph. B. Course are the same as in the B. S. Course, with the addition of the fourth year of Latin.

Those who cannot offer all the requirements for these courses, may, if the deficiency be slight, be admitted to the Freshman Class on condition, and an opportunity will be offered them to remove the conditions during their Freshman year.

## College Department

### CLASSICAL COURSE

There are no optional subjects in the Classical Course. Students who do not wish to follow the prescribed course will be classed as "Special."

#### Freshman Year

FIRST TERM				SECOND TERM			
SUBJECTS.	Periods per Week	Course	Page	SUBJECTS.	Periods per Week	Course	Page
Christian Doctrine . . . . .	2	5 <i>d</i>	36	Christian Doctrine . . . . .	2	5 <i>d</i>	36
English . . . . .	5	5 <i>e</i>	33	English . . . . .	5	5 <i>e</i>	33
Latin . . . . .	5	5 <i>l</i>	34	Latin . . . . .	5	5 <i>l</i>	34
Algebra . . . . .	3	6 <i>m</i>	40	Algebra . . . . .	3	6 <i>m</i>	40
History . . . . .	2	4 <i>h</i>	44	History . . . . .	2	4 <i>h</i>	44
Greek . . . . .	4	4 <i>g</i>	35	Greek . . . . .	4	4 <i>g</i>	35
Physics . . . . .	5	5 <i>s</i>	42	Physics . . . . .	5	5 <i>s</i>	42
Physical Training . . . . .	2	5 <i>t</i>	47	Physical Training . . . . .	2	5 <i>t</i>	47

#### Sophomore Year

FIRST TERM				SECOND TERM			
SUBJECTS.	Periods per Week	Course	Page	SUBJECTS.	Periods per Week	Course	Page
Christian Doctrine . . . . .	2	6 <i>d</i>	36	Christian Doctrine . . . . .	2	6 <i>d</i>	33
English . . . . .	3	6 <i>e</i>	33	English . . . . .	3	6 <i>e</i>	33
Latin . . . . .	5	6 <i>l</i>	35	Latin . . . . .	5	6 <i>l</i>	35
Analytic Geometry . . . . .	5	7 <i>m</i>	41	Analytic Geometry . . . . .	5	7 <i>m</i>	41
History . . . . .	2	5 <i>h</i>	44	History . . . . .	2	5 <i>h</i>	44
Greek . . . . .	4	5 <i>g</i>	35	Greek . . . . .	4	5 <i>g</i>	35
Chemistry . . . . .	8	4 <i>s</i>	43	Chemistry . . . . .	8	4 <i>s</i>	43
Physical Training . . . . .	2	5 <i>t</i>	47	Physical Training . . . . .	2	5 <i>t</i>	47



## CLASSICAL COURSE

## Junior Year

FIRST TERM				SECOND TERM			
SUBJECTS.	Periods per Week	Course	Page	SUBJECTS	Periods per Week	Course	Page
Christian Doctrine .	2	7 <i>d</i>	36	Christian Doctrine .	2	7 <i>d</i>	36
English . . . . .	3	7 <i>e</i>	34	English . . . . .	3	7 <i>e</i>	34
Mental Philosophy .	5	1 <i>r</i>	37	Mental Philosophy .	5	1 <i>r</i>	37
Hist. of Philosophy .	2	6 <i>h</i>	40	Hist. of Philosophy .	2	6 <i>h</i>	40
Testament History .	2	7 <i>h</i>	45	Testament History .	2	7 <i>h</i>	45
Sociology . . . . .	5	1 <i>p</i>	46	Sociology . . . . .	5	1 <i>p</i>	46
Physical Training . .	2	5 <i>t</i>	47	Physical Training . .	2	5 <i>t</i>	47

## Senior Year

FIRST TERM				SECOND TERM			
SUBJECTS.	Periods per Week	Course	Page	SUBJECTS	Periods per Week	Course	Page
Christian Doctrine .	2	8 <i>d</i>	37	Christian Doctrine .	2	8 <i>d</i>	37
English . . . . .	3	7 <i>e</i>	34	English . . . . .	3	7 <i>e</i>	34
Mental Philosophy .	5	2 <i>r</i>	38	Mental Philosophy .	5	2 <i>r</i>	38
Hist. of Philosophy .	2	8 <i>h</i>	40	Hist. of Philosophy .	2	8 <i>h</i>	40
Testament History .	2	9 <i>h</i>	45	Testament History .	2	9 <i>h</i>	45
Political Economy . .	5	2 <i>p</i>	46	Political Economy . .	5	2 <i>p</i>	46
Physical Training . .	2	5 <i>t</i>	47	Physical Training . .	2	5 <i>t</i>	47

## College Department

### SCIENCE COURSE

In the Science Course there is offered a choice of languages as noted below. Students who do not wish to follow the prescribed course will be classed as "Special."

#### Freshman Year

FIRST TERM				SECOND TERM			
SUBJECTS	Periods per Week	Course	Page	SUBJECTS	Periods per Week	Course	Page
Christian Doctrine .	2	5 <i>d</i>	36	Christian Doctrine .	2	5 <i>d</i>	36
English . . . . .	5	5 <i>e</i>	33	English . . . . .	5	5 <i>e</i>	33
Latin . . . . .	5	5 <i>l</i>	34	Latin . . . . .	5	5 <i>l</i>	34
or				or			
Modern Language .	5	13 <i>o</i>	36	Modern Language .	5	13 <i>o</i>	36
Algebra . . . . .	3	6 <i>m</i>	40	Algebra . . . . .	3	6 <i>m</i>	40
History . . . . .	2	4 <i>h</i>	44	History . . . . .	2	4 <i>h</i>	44
Physics . . . . .	5	5 <i>s</i>	42	Physics . . . . .	5	5 <i>s</i>	42
Physical Training .	2	5 <i>t</i>	47	Physical Training .	2	5 <i>t</i>	47

#### Sophomore Year

FIRST TERM				SECOND TERM			
SUBJECTS	Periods per Week	Course	Page	SUBJECTS	Periods per Week	Course	Page
Christian Doctrine .	2	6 <i>d</i>	36	Christian Doctrine .	2	6 <i>d</i>	36
English . . . . .	3	6 <i>e</i>	33	English . . . . .	3	6 <i>e</i>	33
Latin . . . . .	5	6 <i>l</i>	35	Latin . . . . .	5	6 <i>l</i>	35
or				or			
Modern Language .	5	13 <i>o</i>	36	Modern Language .	5	13 <i>o</i>	36
Analytic Geometry .	5	7 <i>m</i>	41	Analytic Geometry .	5	7 <i>m</i>	41
History . . . . .	2	5 <i>h</i>	44	History . . . . .	2	5 <i>h</i>	44
Chemistry . . . . .	8	4 <i>s</i>	43	Chemistry . . . . .	8	4 <i>s</i>	43
Physical Training .	2	5 <i>t</i>	47	Physical Training .	2	5 <i>t</i>	47

## SCIENCE COURSE

## Junior Year

FIRST TERM				SECOND TERM			
SUBJECTS	Periods per Week	Course	Page	SUBJECTS	Periods per Week	Course	Page
Christian Doctrine .	2	7 <i>d</i>	36	Christian Doctrine .	2	7 <i>d</i>	36
English . . . . .	3	7 <i>e</i>	34	English . . . . .	3	7 <i>e</i>	34
Mental Philosophy .	5	1 <i>r</i>	37	Mental Philosophy .	5	1 <i>r</i>	37
History of Philosophy	2	6 <i>h</i>	40	History of Philosophy	2	6 <i>h</i>	40
Biology . . . . .	5	7 <i>s</i>	42	Biology . . . . .	5	7 <i>s</i>	42
Sociology . . . . .	5	1 <i>p</i>	46	Sociology . . . . .	5	1 <i>p</i>	46
Physical Training . .	2	5 <i>t</i>	47	Physical Training . .	2	5 <i>t</i>	47

## Senior Year

FIRST TERM				SECOND TERM			
SUBJECTS	Periods per Week	Course	Page	SUBJECTS	Periods per Week	Course	Page
Christian Doctrine .	2	8 <i>d</i>	37	Christian Doctrine .	2	8 <i>d</i>	37
English . . . . .	3	7 <i>e</i>	34	English . . . . .	3	7 <i>e</i>	34
Mental Philosophy .	5	2 <i>r</i>	38	Mental Philosophy .	5	2 <i>r</i>	38
History of Philosophy	2	8 <i>h</i>	40	History of Philosophy	2	8 <i>h</i>	40
Differential Calculus .	5	9 <i>m</i>	41	Integral Calculus . .	5	9 <i>m</i>	41
Chemistry . . . . .	8	6 <i>s</i>	43	Chemistry . . . . .	8	6 <i>s</i>	43
Physical Training . .	2	5 <i>t</i>	47	Physical Training . .	2	5 <i>t</i>	47

## College Department

## PREMEDICAL COURSE

## First Year

FIRST TERM				SECOND TERM			
SUBJECTS	Periods per Week	Course	Page	SUBJECTS	Periods per Week	Course	Page
Christian Doctrine . . . . .	2	5d	36	Christian Doctrine . . . . .	2	5d	36
Physics . . . . .	5	5s	42	Physics . . . . .	5	5s	42
Chemistry . . . . .	8	6s	43	Chemistry . . . . .	8	6s	43
English . . . . .	5	5e	33	English . . . . .	5	5e	33
Logic . . . . .	2	3r	39	Logic . . . . .	2	3r	39
Biology . . . . .	5	7s	42	Biology . . . . .	5	7s	42
Spanish . . . . .	5	13o	36	Spanish . . . . .	5	13o	36
or				or			
French . . . . .	5	13o	36	French . . . . .	5	13o	36

## Second Year

FIRST TERM				SECOND TERM			
SUBJECTS	Periods per Week	Course	Page	SUBJECTS	Periods per Week	Course	Page
Christian Doctrine . . . . .	2	6d	36	Christian Doctrine . . . . .	2	6d	36
Chemistry . . . . .	8	4s	43	Chemistry . . . . .	8	4s	43
English . . . . .	3	6e	33	English . . . . .	3	6e	33
Psychology . . . . .	2	4r	39	Ethics . . . . .	2	5r	39
Spanish . . . . .	5	13o	36	Spanish . . . . .	5	13o	36
or				or			
French . . . . .	5	13o	36	French . . . . .	5	13o	36

## Description of Courses

### ENGLISH

English is taught in every course of the College Department. The time is devoted to lectures and the study of rhetoric and literature, composition and elocution. The work of the Literary Societies which meet every week constitutes a valuable adjunct to the work performed in class. Frequent opportunity is given the student to display his knowledge, especially in the College Paper, affording scope for his ambition either in prose or in verse.

5e. Baldwin's "Writing and Speaking." Clearness and interest. The principles of clearness: exposition. The principles of interest: description; choice of words. Planning for clearness: paragraphs. Revising for clearness: sentences.

Long's "English Literature." Anglo-Saxon Age; the Age of Chaucer; the Age of Elizabeth.

Oral composition. The theory and practice of Oratory.

Freshman year, first term, five hours a week.

Baldwin's "Writing and Speaking." Clearness in bringing books to bear; analysis of reading for argument and exposition; presentation of reading in argument and exposition. Interest by planning; the structure of the narrative. Style. The forms of composition in literature.

Long's "English Literature." The Puritan Age; Period of the Restoration.

Oral composition: the theory and practice of Oratory.

Freshman year, second term, five hours a week.

6e. The elements of logical composition as a whole; the paragraph; the sentence; Exposition; scope, aim, method, literary form. Persuasion; scope, argument, literary forms.

Long's "English Literature." Eighteenth Century Literature; the Age of Romanticism. Contemporary American Literature.



Oral Composition; the theory and practice of Oratory.

Sophomore year, first term, three hours a week.

Elements of literary composition; unity, coherence, emphasis; application in detail. Narration; character, plot; the novel in its two moods; the short story. Description; the limits of description; the details and the whole; the mechanism. Prose Diction; usage and style; originality; elegance; force; the balance of elegance and force in classic prose; harmony.

Long's "English Literature." Victorian Age; present day writers. Contemporary American Literature.

Oral Composition; the theory and practice of Oratory.

Sophomore year, second term, three hours a week.

7e. Azarias' Philosophy of Literature. Principles and facts; definition and fundamental principle; function of literature; origin of literature; language and literature; architecture and literature; the law of literary epochs; influencing agencies in literature.

Junior and Senior years, first term, three hours a week.

Azarias' Philosophy of Literature. Literature and the Reformation; Lord Bacon and modern thought; the law of thought; characteristics of ancient and modern thought; positivism and literature; evolution and literature; Hegelianism and literature; Pessimism and literature. Theory and practice.

Junior and Senior years, second term, three hours a week.

The work of the Junior and Senior years is entirely critical. Authors are selected by the professor. Comparative philology forms part of the work of these classes.

## LATIN

5-1. Horace's Odes. Casserly's Latin Prosody. Prosody is reviewed and practiced in various kinds of versification. The study of the Poet assigned furnishes abundant examples to the student.

Freshman year, first term, five hours a week.

Tacitus' *Agricola* and *Germania*. The time is divided between translation of the author and prose composition. The work of the latter consists of the composition of paragraphs and occasional essays. Exercises in sight reading are given.

Freshman year, second term, five hours a week.

6-1. Horace's "*Ars Poetica*." Latin Fathers. Critical study of the authors receives special attention this year. Abundant opportunities are given the student to exercise his knowledge of Latin in original essays. Extensive Latin conversations.

Sophomore year, first term, five hours a week.

Catechismus Concilii Tridentini. Original Compositions. The prose work of the first term is continued with a view of applying the principles of Latin style. Sight reading as in the Freshman year. Frequent Latin conversations.

Sophomore year, second term, five hours a week.

## GREEK

4g. Homer's *Iliad*. In the study of the *Iliad* the student is directed to the study of Greek poetry. The text book for Prose is reviewed, to enable the student to become more familiar with the rules and exceptions of syntax.

Freshman year, first term, four hours a week.

Demosthenes' "*De Corona*." Prose Composition. The study of the author gives the student a thorough acquaintance with the idioms of the language and figures of speech. Comparative study of various forms of Greek literature. Frequent practice in prose composition.

Freshman year, second term, four hours a week.

5g. Greek Fathers. The critical study of the works offered for translation. The text books in grammar and prose are constantly used as references.

Sophomore year, first term, four hours a week.

The Gospels. The works assigned acquaint the student with the language and style of the Scriptures, and tend to inspire him

with a desire to read the Gospels in Greek. He is instructed to apply his knowledge of the language in individual research.

Sophomore year, second term, four hours a week.

## Modern Languages

13-0. In the College Courses, instruction in the languages will be arranged according to the previous studies of the students.

## Christian Doctrine

5d. Perry's Instructions. Existence of God; immortality of the soul; rule of Faith. Explanation of the Apostles Creed. The matter of the text book is supplemented by special instructions from the professor, and the solution of proposed questions.

Freshman year, first term, two hours a week.

Perry's Instructions. Explanation of grace and prayer; the commandments of God and the Church. By lectures from the professor the nature and necessity of grace and the obligations arising from the moral laws are explained to the students.

Freshman year, second term, two hours a week.

6d. Perry's Instructions. Sacraments in general; explanation of Baptism, Confirmation, Holy Eucharist and Penance. Questions and answers after the manner of the "Question Box" supply the student with a practical knowledge of the matter outlined.

Sophomore year, first term, two hours a week.

Perry's Instructions. Sacraments of Extreme Unction, Holy Orders and Matrimony. Theological and cardinal virtues; principal sins and vices; Christian's rule of life. Practical conclusions are deduced from the doctrines studied.

Sophomore year, second term, two hours a week.

7d. Wilmer's Handbook of the Christian Religion. Truth of the Catholic Religion. Christianity, a revealed religion;

revelation in general; pre-Christian revelation; Christian revelation; the Church.

Junior year, first term, two hours a week.

Wilmer's Handbook of the Christian Religion. God, the author and restorer of our salvation; nature and attributes of God; the three Divine Persons; creation of the world; spiritual and material world; God the Redeemer; decree and plan of Redemption; work of the redemption.

Junior year, second term, two hours a week.

8d. Wilmer's Handbook of the Christian Religion. Plan of salvation as realized in individuals. Actual and sanctifying grace; the Sacraments; the Church as a means of salvation; the last things.

Senior year, first term, two hours a week.

Wilmer's Handbook of the Christian Religion. Christian Moral. Basis of morality; moral good and moral evil; Christian's duties to God; Faith, Hope and Charity; virtue of religion; Christian's duties to self and his neighbor; works of Christian perfection.

Senior year, second term, two hours a week.

## MENTAL PHILOSOPHY

1r. "Summula Philosophiae Scholasticae."—Hickey. Formal Logic: The operations of the mind; the idea; its division, extension, comprehension. Judgments, notion and species of judgments; propositions, their nature, divisions, opposition, conversion and equivalence. Reasoning and argumentation; nature, rules and figures of syllogisms; method; sciences and their co-ordination. Material Logic; Truth, ontological, logical and moral; falsity; grades of truth and falsity; states of the mind in regard to truth; ignorance, doubt, suspicion, opinion and certitude; notion and existence of certitude; species of certitude. Scepticism, its nature; universal and partial scepticism; doctrine of Descartes and Kant; refutation of scepticism. Means



of arriving at certitude; external senses and consciousness; intellect and reason; objectivity of ideas, true and false doctrines; human testimony, doctrinal and historical; criterion of truth.

Junior year, first term, five hours a week.

"Summula Philosophiae Scholasticae."—Hickey. General Metaphysics: Being, its objective and formal concept; manner of its contraction; supreme principles of being, its transcendental properties; unity; identity and distinction; truth and falsity; goodness and evil; actual and possible being; essence and existence; categories of being; substance and accidents; nature and person; separability of accident from substance; principal accidents. The perfections and causes of being; simple and composite; necessary and contingent; mutable and immutable; temporary and eternal; order and beauty; efficient, final, material and formal cause.

Junior year, second term, five hours a week.

2r. "Summula Philosophiae Scholasticae."—Hickey. Cosmology: Origin of the world; Pantheism; Materialism; Creationism; creation; finality and formation of the world. Constitution of bodies; different theories examined; matter and form; reality and necessity of the physical laws; miracles. Psychology: Life in general; notion and principle of life; the vegetative life; the first principles of the inferior life; origin of species; sensitive life; external and internal senses; the sensitive appetite.

Senior year, first term, five hours a week.

"Summula Philosophiae Scholasticae."—Hickey. Psychology: Intellectual life; nature and object of the human intellect; origin of ideas; the will, object and acts; nature and extent of liberty; nature of the rational soul; simplicity, spirituality and immortality of the soul; union of soul and body; different theories. Natural Theology: Definition and scope. Existence of God; false doctrines; proof for the existence of God; ontological proof of St. Anselm; metaphysical proof; argument



from design; physical proof; mundane order and finality; the moral proof; Atheism. Essence of God; our knowledge of His Essence; perfection of the Divine Essence. Attributes of God; simplicity, immutability, eternity, immensity of God; the Divine Intellect and Knowledge; concurrence of God in human actions; doctrine of the Thomists and Molinists; the Divine Will.

Senior year, second term, five hours a week.

Ethics. General Ethics: Definition, nature and object of Ethics; Ethics and revelation. Human acts; the end of man; morality of human acts; good and evil; false opinions of the nature of morality; the true standard of morality; determinants of morality; merit and demerit; reward and punishment; virtue and vice; law, eternal and natural; moral conscience. Special Ethics: Rights and duties; duties towards God; duties to self; duties to others; right and property; Socialism. Society in general; nature and end of domestic society; origin and end of civil society; ecclesiastical and civil society.

Senior year, second term, four hours a week.

3r. Coppens' "Logic and Mental Philosophy." Simple Apprehensions and Judgments. Reasoning: categorical syllogism; Hypothetical syllogism; probable reasoning; indirect reasoning; method in reasoning.

Nature of Certainty. Existence of Certainty.

Pre-medical course, first year, first term, two hours a week.

Coppens' "Logic and Mental Philosophy." Means of attaining certainty: the intellect in particular; sensation; authority. Ultimate criterion of certainty.

Pre-medical course, first year, second term, two hours a week.

4r. Coppens' "Logic and Mental Philosophy." Psychology. Specific nature of plants and animals. Sensitive and rational cognition. Sensible and rational appetite. Nature of the human soul. Origin and destiny of the human soul.

Pre-medical course, second year, first term, two hours a week.

5r. Coppens' "Moral Philosophy." Direction of Human Acts; the end to which human acts are to be directed; the

morality of human acts; law, the rule of human acts. Individual rights and duties; rights and duties in general; our duties to other men; rights of ownership. Social rights and duties—society in general; domestic society; civil society; international law.

## HISTORY OF PHILOSOPHY

**6h.** Turner's "History of Philosophy." Introduction. Method. Sources. Division. Oriental philosophy.

Junior year, first term, two hours a week.

Turner's "History of Philosophy." Greek and Greco-Roman philosophy. Pre-Socratic philosophy. Socrates and the Socratic School. Plato. Aristotle and the Post-Aristotelian School.

Junior year, second term, two hours a week.

**8h.** Turner's "History of Philosophy." Patristic philosophy. Scholastic philosophy, its beginnings, progress and perfection in St. Thomas. Apparent decay.

Senior year, first term, two hours a week.

Turner's "History of Philosophy." Modern philosophy. Transition from Scholasticism to modern philosophy. Descartes. Kant. Gioberti. The new scholastic movement.

Senior year, second term, two hours a week.

## Mathematics

### ALGEBRA

**6m.** Wentworth's College Algebra. Review of the elementary operations; factoring; fractions and fractional equations; simultaneous equations; quadratics; equations solved like quadratics; surds and imaginaries; simple indeterminate equations.

Freshman year, first term, three hours a week.

Wentworth's College Algebra. Full treatment and discussion of quadratic equations; the binomial theorem; progres-

sions; choice and chance; variables and limits; series; determinants; general properties of equations; general solution of equations.

Freshman year, second term, three hours a week.

### ANALYTIC GEOMETRY

7m. Wentworth's Analytic Geometry. Loci and their equations; the straight line; the circle; different systems of coordinates; the parabola; supplementary propositions.

Sophomore year, first term, five hours a week.

Wentworth's Analytic Geometry. The ellipse; the hyperbola; loci of the second order; higher plane curves; the point, the line and the plane in space; surfaces of revolution; supplementary propositions.

Sophomore year, second term, five hours a week.

### CALCULUS

8m. Taylor's Differential Calculus. Functions; rates; differentials; differentiation and its applications; problems of rates solved by limits; successive differentiations; indeterminate forms; expansion of functions; maxima and minima; points of inflection; curvature; evolutes; functions of two or more variables; asymptotes; singular points; curve tracing.

Senior year, first term, five hours a week.

9m. Taylor's Integral Calculus. Standard forms; direct integration; definite integrals; applications; integration of rational fractions; integration by rationalization; integration by parts; reduction formulas; integration of trigonometric forms; lengths and areas of curves; surfaces and volumes of solids of revolution.

Senior year, second term, five hours a week.

### Sciences

The Sciences are taught in every course. Biology and a second year of Chemistry are required in the Science Course.

Those who wish to prepare for medical schools will have an opportunity to take the required courses in science during their Freshman and Sophomore years.

## BIOLOGY

7s. Review of general Biology with field work and laboratory exercises; plant Biology; composition, structure, classification, etc., of plants; examination of food stuffs; starch, sugar, fats, etc.; albumen; minerals; examination and drawings of cells and tissues, vegetable and animal; animalcules; water; study of organs, adaptations, etc., of worms, oysters, fishes, etc.

Junior year, first term, five hours a week.

Human Biology; general structure of the human body; organs, functions; hygiene, etc.; foods and their uses; digestion and absorption of nutrients; circulation of the nutrients; respiration; skeleton, muscles, bones, nervous system, senses; diagrams and drawings supplement the study.

Junior year, second term, five hours a week.

## PHYSICS

5s. Carhart's College Physics. Mechanics; kinematics; dynamics; mechanics of fluids; sound waves; production and transmission of sound; physical basis of music; nature and propagation of light; light as a wave motion; sensations of color; polarized light; optical instruments.

Freshman year, first term, five hours a week.

Carhart's College Physics. Nature and effects of heat; transmission and radiation of heat; thermodynamics; magnets and magnetic fields; electrostatics; electric currents; electromagnetism; electromagnetic induction; dynamo-electric machines; electric oscillations and waves; passage of electricity through gases.

Freshman year, second term, five hours a week.

## Chemistry

### QUALITATIVE ANALYSIS

**4s.** Review of the reactions of the cations of all groups; the separation of the groups; detection of the individual cations under all conditions; spectrum analysis.

Sophomore year, first term, eight periods a week.

Review of reactions of anions of all groups; the separation of the groups; detection of the individual anions; analysis of simple mixtures.

Sophomore year, second term, eight periods a week.

The laboratory work in this course is accompanied by lectures and quizzes on osmotic pressure, the theory of ionization, chemical equilibrium, the law of mass action, heterogeneous equilibrium, the colloidal condition, the solubility product, amphoterism, hydrolysis; theory of complex ions, oxidation and reduction and their application to analysis.

### ORGANIC CHEMISTRY

**6s.** Moore's "Organic Chemistry." Fundamental definitions; purification of organic compounds; determination of molecular weight; graphic formulae; saturated aliphatic hydrocarbons; alcohol and their derivatives; acids and their derivatives; aldehydes, ketones, and amines; unsaturated compounds; polyatomic alcohols and their derivatives; hydroxy-acids; optical isomerism.

Senior year of Science course: second year of Pre-Medical course; first term, eight hours a week.

Moore's "Organic Chemistry." The carbohydrates; derivatives of cyanogen and carbonic acid; the amino-acids and proteins; organic chemistry of certain vital processes; benzene and its homologues; aromatic nitrogen compounds; aromatic oxygen compounds; derivatives of rosaniline; the phthaleins



and indigo; naphthalene and anthracene; coal-tar industry; heterocyclic and alicyclic compounds; the structure theory.

Senior year of Science course; second year of Pre-Medical course; second term, eight hours a week.

## History

### ANCIENT HISTORY

4h. History of the earliest states; the Babylonians, Assyrians, Phenicians, etc.; history of Egyptians and Hebrews; rise and progress of the Grecian States; Trojan war; manners and customs of the Assyrians and Babylonians; the Israelites under their kings; rise of Carthage; the building of Rome; the early kings; Greece during this period; Messenian wars; Athens, its revolutions and wars; kings of Ninive; campaigns and conquests of Cyrus; Rome as a Republic; war between the Greeks and Persians; dissensions in Rome between the patricians and plebeians; the Theban war; Alexander the Great; religion, manners and institutions of this period.

Freshman year, first term, two hours a week.

Partition of Alexander's empire; wars of the Romans; the Punic wars; character and government of the Carthaginians; eastern nations; end of Grecian independence; increase of Roman power and establishment of the Empire; civil wars; wars against Mithridates; consulate of Cicero; the first Triumvirate; conquest of Gaul by Caesar; civil war; Rome after the death of Caesar; battle of Actium and the change of the Roman Commonwealth into an Empire. Laws, manners and customs of the ancient nations.

Freshman year, second term, two hours a week.

### MEDIEVAL AND MODERN HISTORY

5h. Foundation of the principal States of Europe; the Northern Barbarians; Emperors of Constantinople; rise of Mohammedanism; conquests of the Saracens; Charlemagne,

King of France; Charlemagne as Emperor; affairs of Spain, England, France and Germany during the tenth and eleventh centuries; History of Ireland at this period; Gregory VII and the German Empire; history of the Crusades; war between England and France.

Sophomore year, first term, two hours a week.

Fall of Constantinople; Mahomet II and his conquests; Ferdinand and Isabella; Discovery of America and early voyages; the Reformation; conquests of Mexico and Peru; England under the Tudors; the Thirty Years' War; civil war in England; British and French in America; Western and Eastern Europe; the American Revolution; formation of the Constitution of the United States; French Revolution; second American war; affairs in Europe during this period; civil war in the United States; general view of the history of America and Europe to the present time.

Sophomore year, second term, two hours a week.

## TESTAMENT HISTORY

7h. History of the Old Testament. Gigot's "Outlines of Jewish History." History of the Patriarchs. Social and religious aspect of their lives. Tribal Period. Mosaic Law. Judges.

Junior and Senior years, first term, two hours a week.

History of the Old Testament. Gigot's "Outlines of Jewish History." Monarchical Rule. Kings and Prophets. Restoration.

Junior and Senior years, second term, two hours a week.

9h. History of the New Testament. Gigot's "Outlines of New Testament." Social and religious conditions of the Jews during the life of Christ. Summary of the life of Christ, public and private. Apostolic History. Labors of St. Peter, St. Paul and the Roman See.

Junior and Senior years, first term, two hours a week.

History of the New Testament. Gigot's "Outlines of New Testament." St. Paul, early life and missions. Sts. James and John, life and labors.

Junior and Senior years, second term, two hours a week.

These courses in the Old and New Testament are given in alternate years.

### SOCIOLOGY

1p. "Social Science," Henry Parkinson, D. D. Social Science distinctions, economics, production, capital and labor, strikes and lockouts, open and closed shop, profits, wages, sweated labor, the living wage, labor organization, the guilds. Social Failure, poverty, causes and remedies; unemployment, state assistance, national insurance, alms-giving, self-help, the virtue of Charity, labor exchanges, co-operative associations, housing, rent, waste and extravagance, conservation.

Junior year, first term, five hours a week.

"The World Problem," Joseph Husslein, S. J. Social life, the individual, the family, the state, Christian democracy, Catholic social reform, the substance of Socialism, rationalistic capitalism, the morality of monopolistic prices, ethics of just prices, democratic control of industries, methods of co-operation, possibilities of co-operation. The State and property, the State and education, the child labor problem, the woman labor problem, welfare of the worker, the Big Brother and Sister Movement, the Church and the people, societies for the young, emigrants, Americanization, public laws conformable to justice.

Junior year, second term, five hours a week.

### POLITICAL ECONOMY

2p. Devas' Political Economy. Nature of the science, its aim and scope; tenets of different schools; meaning of wealth, property, value, etc. Production; factors of production; industrial organizations; industrial progress; locality and dimensions of industry. Consumption; theories; principal heads of consumption; family life and law; growth and decay of nations.

Exchange; main reasons for trade; market and non-market prices; international trade.

Senior year, first term, five hours a week.

Devas' Political Economy. Money; bimetalism; credit and banking; the foreign exchange; use and abuse of commercial credit; usury. Distribution; labor and capital; forms and rates of interest; wages; rich and poor; social problem; trade unions. Public finance; public ownership and management; principles of taxation; classification of taxes; public debts; abuses; moral and technical conclusions.

Senior year, second term, five hours a week.

## Physical Training

5t. Advanced movements of the Swedish, German and American systems of gymnastics. Advanced tumbling and mat work. Advanced work in dumb-bell drill, Indian club swinging and bag punching. Different forms of gymnastic games. Athletic and recreative games. All forms of swimming and diving. Water polo.

The course in Physical Training begun in the High School is continued throughout the College. Opportunities are offered to those who wish to devote special attention to this work. Two hours each week are devoted to this class.

Instructions in Military Training are given in all classes of the College Department. All instructions and drills are under the supervision of Regular Army Officers.





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High School Department  
NIAGARA UNIVERSITY

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## Faculty

VERY REV. WILLIAM E. KATZENBERGER, C. M.,  
President.

REV. EDWARD A. ANTILL, C. M.,  
Mathematics.

REV. JAMES J. HAFNER, C. M.,  
Christian Doctrine.

REV. FRANCIS A. McDONNELL, C. M.,  
Latin, Physics.

REV. JAMES L. WALSH, C. M.,  
Latin, Spanish.

REV. JOHN A. O'SHEA, C. M.,  
Chemistry.

REV. ARTHUR J. FLOOD, C. M.,  
English, History.

REV. WILLIAM A. DEVINE, C. M.,  
English, Mathematics.

REV. JOHN J. REGAN, C. M.,  
Biology.

REV. DANA J. DUGGAN, C. M.,  
Latin, English.

REV. GERALD A. KILB, C. M.,  
English, Greek.

MR. JAMES P. HANRAHAN, A. M.,  
Greek.

MR. GEORGE A. SHAPLEY, A. M.,  
Mathematics.

MR. ROBERT J. GRAHAM, A. B.,  
Greek.

MR. CHARLES M. O'FARRELL,  
Mathematics.

MR. CHARLES E. DRAPEAU,  
French.

## High School Department

### REQUIREMENTS FOR ADMISSION

Satisfactory letters testifying to their good moral conduct must be presented by all applicants.

Candidates for admission to the High School Department must have completed the work of the elementary or grammar schools. A certificate from the Regents of New York, covering the elementary subjects, or a written testimony of graduation from a public or parochial school, will admit the candidate without any examination. The elementary course presupposes a thorough grounding in English Grammar, Reading, Spelling, Penmanship, and Composition Writing; Arithmetic; United States History and Geography.

Those who have completed part of their High School course in other institutions must submit a statement, certified by the Principal of the school, as to the work completed. Such statement must be explicit as to the number of hours given to each subject and the standing in each. The University will furnish blanks upon application from the candidate.

# High School Department

## CLASSICAL COURSE

In the Classical Course there are no optional subjects. Any one of the Modern Languages may be selected by the student. Students who do not wish to follow the prescribed course will be classed as "Special."

### First Year

FIRST TERM				SECOND TERM			
SUBJECTS.	Periods per Week	Course	Page	SUBJECTS.	Periods per Week	Course	Page
Christian Doctrine . . . . .	2	1d	64	Christian Doctrine . . . . .	2	1d	64
English . . . . .	5	1e	56	English . . . . .	5	1e	56
Latin . . . . .	5	1l	58	Latin . . . . .	5	1l	58
Algebra . . . . .	5	1m	64	Algebra . . . . .	5	1m	64
Biology . . . . .	5	1s	66	Biology . . . . .	5	1s	66
Community Civics . . . . .	2	1c	69	Community Civics . . . . .	2	1c	69
Physical Training . . . . .	2	1t	70	Physical Training . . . . .	2	1t	70

### Second Year

FIRST TERM				SECOND TERM			
SUBJECTS.	Periods per Week	Course	Page	SUBJECTS.	Periods per Week	Course	Page
Christian Doctrine . . . . .	2	2d	64	Christian Doctrine . . . . .	2	2d	64
English . . . . .	5	2e	57	English . . . . .	5	2e	57
Latin . . . . .	5	2l	59	Latin . . . . .	5	2l	59
Plane Geometry . . . . .	5	2m	65	Plane Geometry . . . . .	5	2m	65
Greek . . . . .	5	1g	60	Greek . . . . .	5	1g	60
or				or			
Modern Language . . . . .	5	1o*	62	Modern Language . . . . .	5	1o*	62
Ancient History . . . . .	3	1h	67	Ancient History . . . . .	3	1h	67
Physical Training . . . . .	2	2t	70	Physical Training . . . . .	2	2t	70

\*Course 4o, 7o or 10o may be substituted for Course 1o.

## CLASSICAL COURSE

## Third Year

FIRST TERM				SECOND TERM			
SUBJECTS.	Periods per Week	Course	Page	SUBJECTS.	Periods per Week	Course	Page
Christian Doctrine . . . . .	2	3 <i>d</i>	64	Christian Doctrine . . . . .	2	3 <i>d</i>	64
English . . . . .	5	3 <i>e</i>	57	English . . . . .	5	3 <i>e</i>	57
Latin . . . . .	5	3 <i>l</i>	59	Latin . . . . .	5	3 <i>l</i>	59
Algebra . . . . .	2	3 <i>m</i>	65	Algebra . . . . .	2	3 <i>m</i>	65
Greek . . . . .	5	2 <i>g</i>	61	Greek . . . . .	5	2 <i>g</i>	61
or				or			
Modern Language . . . . .	5	2 <i>o</i> *	62	Modern Language . . . . .	5	2 <i>o</i> *	62
Physics . . . . .	5	2 <i>s</i>	67	Physics . . . . .	5	2 <i>s</i>	67
or				or			
English History . . . . .	3	2 <i>h</i>	68	English History . . . . .	3	2 <i>h</i>	68
Physical Training . . . . .	2	3 <i>t</i>	70	Physical Training . . . . .	2	3 <i>t</i>	70

\*Course 5*o*, 8*o* or 11*o* may be substituted for Course 2*o*.

## Fourth Year

FIRST TERM				SECOND TERM			
SUBJECTS.	Periods per Week	Course	Page	SUBJECTS.	Periods per Week	Course	Page
Christian Doctrine . . . . .	2	4 <i>d</i>	64	Christian Doctrine . . . . .	2	4 <i>d</i>	64
English . . . . .	5	4 <i>e</i>	58	English . . . . .	5	4 <i>e</i>	58
Latin . . . . .	5	4 <i>l</i>	60	Latin . . . . .	5	4 <i>l</i>	60
Solid Geometry . . . . .	5	4 <i>m</i>	66	Trigonometry . . . . .	5	5 <i>m</i>	66
or				or			
Chemistry . . . . .	5	3 <i>s</i>	67	Chemistry . . . . .	5	3 <i>s</i>	67
Modern Language . . . . .	5	3 <i>o</i> *	62	Modern Language . . . . .	5	3 <i>o</i> *	62
or				or			
Greek . . . . .	5	3 <i>g</i>	61	Greek . . . . .	5	3 <i>g</i>	61
American History . . . . .		3 <i>h</i>	69	American History . . . . .		3 <i>h</i>	69
with				with			
Civics . . . . .	5	2 <i>c</i>	70	Civics . . . . .	5	2 <i>c</i>	70
Physical Training . . . . .	2	4 <i>t</i>	70	Physical Training . . . . .	2	4 <i>t</i>	70

\*Course 6*o*, 9*o* or 12*o* may be substituted for Course 3*o*.



# High School Department

## SCIENCE COURSE

In the Science Course the fourth year Latin is optional. Students who do not wish to follow the prescribed course will be classed as "Special."

### First Year

FIRST TERM				SECOND TERM			
SUBJECTS.	Periods per Week	Course	Page	SUBJECTS.	Periods per Week	Course	Page
Christian Doctrine . . . . .	2	1d	64	Christian Doctrine . . . . .	2	1d	64
English . . . . .	5	1e	56	English . . . . .	5	1e	56
Latin . . . . .	5	1l	58	Latin . . . . .	5	1l	58
Algebra . . . . .	5	1m	64	Algebra . . . . .	5	1m	64
Biology . . . . .	5	1s	66	Biology . . . . .	5	1s	66
Community Civics . . . . .	2	1c	69	Community Civics . . . . .	2	1c	69
Physical Training . . . . .	2	1t	70	Physical Training . . . . .	2	1t	70

### Second Year

FIRST TERM				SECOND TERM			
SUBJECTS.	Periods per Week	Course	Page	SUBJECTS.	Periods per Week	Course	Page
Christian Doctrine . . . . .	2	2d	64	Christian Doctrine . . . . .	2	2d	64
English . . . . .	5	2e	57	English . . . . .	5	2e	57
Latin . . . . .	5	2l	59	Latin . . . . .	5	2l	59
Plane Geometry . . . . .	5	2m	65	Plane Geometry . . . . .	5	2m	65
Modern Language . . . . .	5	1o*	62	Modern Language . . . . .	5	1o*	62
Ancient History . . . . .	3	1h	67	Ancient History . . . . .	3	1h	67
Physical Training . . . . .	2	2t	70	Physical Training . . . . .	2	2t	70

\*Course 4o, 7o or 10o may be substituted for Course 1o.

## SCIENCE COURSE

## Third Year

FIRST TERM				SECOND TERM			
SUBJECTS	Periods per Week	Course	Page	SUBJECTS	Periods per Week	Course	Page
Christian Doctrine .	2	3 <i>d</i>	64	Christian Doctrine .	2	3 <i>d</i>	64
English . . . . .	5	3 <i>e</i>	57	English . . . . .	5	3 <i>e</i>	57
Latin . . . . .	5	3 <i>l</i>	59	Latin . . . . .	5	3 <i>l</i>	59
Algebra . . . . .	2	3 <i>m</i>	65	Algebra . . . . .	2	3 <i>m</i>	65
Modern Language . .	5	2 <i>o</i> *	62	Modern Language . .	5	2 <i>o</i> *	62
Physics . . . . .	5	2 <i>s</i>	66	Physics . . . . .	5	2 <i>s</i>	66
Physical Training . .	2	3 <i>t</i>	70	Physical Training . .	2	3 <i>t</i>	70

\*Course 5*o*, 8*o* or 11*o* may be substituted for Course 2*o*.

## Fourth Year

FIRST TERM				SECOND TERM			
SUBJECTS	Periods per Week	Course	Page	SUBJECTS	Periods per Week	Course	Page
Christian Doctrine .	2	4 <i>d</i>	64	Christian Doctrine .	2	4 <i>d</i>	64
English . . . . .	5	4 <i>e</i>	58	English . . . . .	5	4 <i>e</i>	58
Latin . . . . .	5	4 <i>l</i>	60	Latin . . . . .	5	4 <i>l</i>	60
or				or			
Modern Language . .	5	3 <i>o</i> *	62	Modern Language . .	5	3 <i>o</i> *	62
Solid Geometry . . .	5	4 <i>m</i>	66	Trigonometry . . . .	5	5 <i>m</i>	66
Chemistry . . . . .	5	3 <i>s</i>	67	Chemistry . . . . .	5	3 <i>s</i>	67
American History	5	3 <i>h</i>	69	American History	5	3 <i>h</i>	69
with				with			
Civics . . . . .		2 <i>c</i>	70	Civics . . . . .		2 <i>c</i>	70
Physical Training . .	2	4 <i>t</i>	70	Physical Training . .	2	4 <i>t</i>	70

\*Course 6*o*, 9*o* or 12*o* may be substituted for Course 3*o*.

## Description of Courses

### ENGLISH

English holds the place of honor in every course of study. Throughout the High School Course, five hours each week are given to this subject. This course embraces the study of grammar, rhetoric, literature, composition and elocution. To cultivate correctness in writing and speaking, properly to equip the student with the material required for the further study of his mother tongue, the foundation is laid in the continuation of the study of grammar. Hence during the four years of High School a part of the time is devoted to this element of the English course. The theoretic and practical knowledge of the paragraph, the elementary principles of rhetoric and the different forms of composition receive special attention. The knowledge acquired from the text book is applied in the selected readings with a view of recognizing the best in the standard authors and of cultivating in the student easy manner of self-expression. Frequent opportunities are offered for the writing of themes and compositions, and these are criticised by the professor and the students in the class room. One hour each week is devoted to elocution. From time to time the student is required to deliver pieces of his own composition.

1e. Brubacher and Snyder's "High School English." Grammar: Inflection and syntax of the noun and pronoun; comparison of adjectives; the verb, its voice, tense and mood; syntax of the verb; analysis of easy sentences; review of punctuation.

Composition: Letters and notes of friendship; society and business forms; short themes, especially narrative.

Literature: Scott's "Ivanhoe," Coleridge's "The Ancient Mariner," and Lowell's "The Vision of Sir Launfal."

First year, first term, five hours a week.

Brubacher and Snyder's "High School English." Verbals; the participle; the infinitive; the adverb; prepositions; the

phrase; the sentence; elementary study of the paragraph; description and narration; analysis of sentences.

Composition: Letter writing; short themes, especially descriptive.

Literature: Stevenson's "Treasure Island," Shakespeare's "As You Like It." Readings from standard and Catholic authors.

First year, second term, five hours a week.

**2e.** Brubacher and Snyder's "High School English." Exposition; further study of the paragraph; the use of the topic sentence; connectives; methods of transition; consistency in the use of tenses; the distinctive use of the indicative and subjunctive moods; sentence analysis.

Composition: Letter writing; short themes; particular attention is paid to exposition.

Literature: Irving's "Sketch Book," Shakespeare's "Merchant of Venice."

Second year, first term, five hours a week.

Brubacher and Snyder's "High School English." Sentences and words; elementary study of argumentation; defining terms; review of grammar; the infinitive; the participle; verbal nouns; sentence analysis.

Composition: Letter writing; short themes, especially argumentative.

Literature: Eliot's "Silas Marner," Goldsmith's "Deserted Village," Gray's "Elegy." Readings from standard and Catholic authors.

Second year, second term, five hours a week.

**3e.** Brubacher and Snyder's "High School English." Words; synonyms and antonyms; general and specific words; words frequently misused; the sentence; compound and complex sentences; loose and periodic sentences; the study of the paragraph continued; sentence analysis.

Composition: Letter writing; narration of anecdotes and stories with simple plots.

Literature: Dickens' "David Copperfield," selections from Tennyson's "Idylls of the King."

Third year, first term, five hours a week.

Brubacher and Snyder's "High School English." Further study of description; unity in description; grouping of details; coherence; time in description; general review of grammar; sentence analysis.

Composition: Letter writing; short themes; especially descriptions of persons, landscapes and buildings.

Literature: Shakespeare's "Julius Caesar," "The Sir Roger de Coverley Papers." Readings from standard and Catholic authors.

Third year, second term, five hours a week.

4e. Brubacher and Snyder's "High School English." Exposition and argumentation with particular reference to clearness and emphasis; criticism; review of grammar.

Composition: Letter writing; themes of considerable length, especially expository and argumentative.

Literature: Burke's "Speech on Conciliation with America," Milton's "Comus," "L'Allegro," "Il Penseroso."

Fourth year, first term, five hours a week.

Brubacher and Snyder's "High School English." Literary forms; the epic; the drama; the essay; prosody; figures of speech. Review of third and fourth year work.

Composition: Letter writing; themes of various types; at least one complete composition of greater length, in which the student, as a final test of his ability, shall be left perfect freedom in the choice of literary form.

Literature: Macaulay's "Essay on Milton," Shakespeare's "Macbeth." Readings from standard and Catholic authors.

Fourth year, second term, five hours a week.

## LATIN

1-1. Bennett's Latin Lessons, Lessons I-XXVII. Bennett's Latin Grammar is used in conjunction with the Latin Lessons. The student is drilled in the sounds of the letters, accent,



quantity, etc.; declension of nouns, adjectives, pronouns; comparison of adjectives; formation and comparison of adverbs, the various kinds of pronouns; conjugation of the regular verbs.

First year, first term, five hours a week.

Bennetts' Latin Grammar. Bennett's Latin Lessons. Lessons XXVIII-LXVI. Conjugation of irregular verbs; deponent verbs; formation and meaning of the periphrastic conjugation; general rules of syntax of nouns, pronouns and adjectives; of the indicative, imperative and infinitive moods; of the subjunctive mood in its various uses; the simpler forms of indirect discourse; conditional sentences. Frequent reviews. Translations of Latin exercises into English and vice versa.

First year, second term, five hours a week.

2-1. Bennett's Latin Grammar. Bennett's New Latin Composition, Part I, Lessons I-XV. Caesar's Gallic War (one book). General review of grammar; familiarity with inflections; applications of the more important rules of syntax; special attention to the oblique discourse. In Latin Composition the matter of the text book is strictly followed.

Second year, first term, five hours a week.

Bennett's Latin Grammar. Bennett's New Latin Composition, Part I, Lessons XV-XXX. Caesar's Gallic War (books II, III, IV). The grammar is constantly reviewed. The forms and style of the author are studied. The work in Latin Composition follows the text book. This is based throughout this year on Caesar, the exercises being taken from the writings of this author. Passages in continued discourse supplement this work.

Second year, second term, five hours a week.

3-1. Bennett's New Latin Composition, Part II, Lessons I-XV. Sallust's Catiline's Conspiracy. More complete study of the rules of Grammar. Original investigation by the student of the application of grammatical rules as outlined in the text book. The time is divided between translation of the

author and prose composition. The lessons of the Latin Composition are followed in order.

Third year, first term, five hours a week.

Bennett's New Latin Composition, Part II, Lessons XV-XXX. Cicero's Orations. The Oration against Catiline forms the matter for translation. As the exercises of Latin Composition for this year are based on Cicero, the style of this author receives special attention. The passages of continued discourse deal with the life of Cicero. Part of the time is given to translation and part to prose composition.

Third year, second term, five hours a week.

4-1. Bennett's New Latin Composition, Part III. Livy's History of Rome. Latin Composition is continued throughout this year, the important rules and constructions are reviewed. The greater part of the prose work consists of passages of continued discourse. The peculiar forms of the author offered for translation receive particular attention.

Fourth year, first term, five hours a week.

Cassery's Latin Prosody. Virgil's Aeneid. Special attention is given in the translation of the author to the style of Latin poetry. Scanning, the rules of prosody and the principal rhetorical figures are learned, and their application is seen in the work of the poet. The construction of hexameter verse is learned and practiced. The mythology and geography of the Aeneid receive due attention.

Fourth year, second term, five hours a week.

## GREEK

1g. White's First Greek Book, Lessons I-XXX. Laws of quantity and accent; rules of euphony; declension of regular nouns; adjectives and participles; formation and comparison of adverbs; formation of tense stems; conjugation of regular verbs.

Second year, first term, four hours a week.

White's First Greek Book, Lessons XXXI-LX. Deponent verbs; general rules of syntax for nouns, pronouns and adjectives; subjunctive, optative and imperative moods; conditional sentences, etc. Translation of Greek sentences into English and vice versa.

Second year, second term, four hours a week.

2g. White's First Greek Book, Lessons LX to end. Goodwin's Greek Grammar. A more thorough study of syntax; tense systems of verbs; regular and irregular verbs; indirect discourse; frequent reviews of the first year's work. Translations of exercises to exemplify the principles of grammar.

Third year, first term, four hours a week.

Goodwin's Greek Grammar. Xenophon's Anabasis. The student is made familiar with the regular inflections, so as to be able to state clearly and to apply the rules of syntax. His attention is directed to the English derivatives from the Greek. The knowledge acquired is applied in the reading of the Anabasis. Part of the time is devoted to elementary prose composition. Special study of the topics as indicated in the text for translation.

Third year, second term, four hours a week.

3g. Goodwin's Greek Grammar. Arnold's Prose Composition, Lessons I-XXVIII. Translation: St. John Chrysostom on "Eutropius." The prose work consists of a thorough study of the article and pronoun; moods of the verb; the nominative, accusative and genitive cases. The rules of prose are applied in the translation of the author. The time is divided between translation and prose composition.

Fourth year, first term, four hours a week.

Arnold's Prose Composition, Lessons XXIX-LXIX. Plato's Apology for Socrates. Dative case; syntax of tenses and moods of the verb; participles; the relative; various constructions. Special attention is paid to the text for translation as an aid in prose composition. Time is given to both translation and prose composition.

Fourth year, second term, four hours a week.

## Modern Languages

### SPANISH

**1-0.** Hills and Ford's First Spanish Course. Lessons 1-30. Careful drill on pronunciation and the rudiments of grammar; easy reading and written exercises; from the beginning special attention will be given to conversation.

Second year, first term, five hours a week.

Hills and Ford's First Spanish Course. Lessons 31-50. The study of grammar continued; constant drill on the regular and irregular verbs; abundant exercises for reading and translation; acquiring a practical working vocabulary; conversations.

Second year, second term, five hours a week.

At the completion of the first year the student should be able to carry on an ordinary conversation in Spanish.

**2-0.** Review of the grammar from Dorado's "Primeras Lecciones de Español." The direct method will be used entirely in this class.

Third year, first term, five hours a week.

Readings from Dorado's "España Pintoresca." Special attention to the folk-lore, customs and geography of Spain and Latin America. Original composition.

Third year, second term, five hours a week.

**3-0.** Special attention is given to preparation for commercial intercourse with Latin America. Readings from Harrison's "Spanish Commercial Reader" and Nelson's "Spanish American Reader." Each student will be required frequently to compose and read original compositions.

Fourth year, first and second terms, five hours a week.

The third year of Spanish is elective; it is offered for those who are pursuing the Science Courses and it may be substituted for the fourth year of Latin.

## FRENCH

4-o. Chardenal's Complete French Course. Pronunciation; the rudiments of grammar; plural of nouns; inflection of adjectives, pronouns, participles; easy exercises for translation.

Second year, first term, five hours a week.

Chardenal's Complete French Course. The conjugations; regular and a few irregular verbs; elementary rules of syntax; translations of French into English and vice versa; application of the principles of grammar.

Second year, second term, five hours a week.

5-o. Chardenal's Complete French Course. Continued drill on the rudiments of grammar; extensive work in syntax; exercises to apply the rules of syntax and to acquire familiar phrases of conversation. Translation of selections from French classics.

Third year, first term, five hours a week.

Chardenal's Complete French Course. Review of grammar; complete treatment of irregular verbs; translation into French of English themes of ordinary difficulty. Reading of prescribed classics. Conversation.

Third year, second term, five hours a week.

6-o. Chardenal's Complete French Course. The book is used as a reference book, and for the purpose of reviewing those parts of grammar which the professor wishes to emphasize. The work prescribed for this year consists of select passages from the French classics chosen at the beginning of the year. The construction of sentences is studied; idioms and Gallicisms, and their English equivalents; French conversation and composition receive special attention.

Fourth year, first and second terms, five hours a week.

The third year of French is elective; it is offered for those who pursue the Science Course, and may be substituted for the fourth year of Latin.



## GERMAN AND ITALIAN

**7-o to 12-o.** Courses in German and Italian will be arranged if the number of applicants warrant. Instruction will be given on substantially identical lines as for French and Spanish. The work to be done during the first year of either subject will include: Careful drill in pronunciation, the rudiments of grammar, including conjugations of regular and the more common irregular verbs, the inflections of nouns, adjectives and pronouns, and the elementary rules of syntax. Exercises illustrating the principles of grammar, the translation into either language of English sentences and vice versa, the writing from diction will form part of the first year's work. In the second year, the works of different authors will be read; the study of the elements of grammar and syntax continued; the uses of modes and tenses; syntax of more advanced grade, and memorizing of selected passages of the matter read.

## Christian Doctrine

**1d to 4d.** The course in Christian Doctrine is prescribed for all Catholic students. Two classes each week are devoted to this subject. Deharbe's Catechism is the text book used throughout the High School Department. The course embraces a brief history of religion; the twelve articles of the Apostles' Creed; the Commandments of God and of the Church; Virtues; Grace; the Sacraments and Sacramentals. The student is required to commit to memory the matter of the text book, and this is supplemented by more diffuse explanations of the professor. During the third and fourth years part of the time is given to the study of Bible and Church History.

## Mathematics

### ELEMENTARY ALGEBRA

**1m.** Wentworth-Smith's Academic Algebra. Definitions and notations; addition and subtraction; multiplication and division; simple equations; special rules for multiplication and

division; factors; fractions; fractional equations; simultaneous equations.

First year, first term, five hours a week.

Wentworth-Smith's Academic Algebra. Involution and evolution; theory of exponents; radical expressions; simple quadratic equations; quadratic simultaneous equations; ratio; proportion; problems involving quadratic equations.

First year, second term, five hours a week.

### INTERMEDIATE ALGEBRA

**3m.** Wentworth-Smith's Academic Algebra. Review of elementary algebra; more complete treatment of factors, quadratics, and quadratic equations; imaginaries; negative and fractional exponents; evolution; solution of quadratic equations by factoring and formula.

Third year, first term, three hours a week.

Wentworth-Smith's Academic Algebra. Arithmetical, geometrical and harmonic progressions; binomial theorem; logarithms; graphic interpretation of equations. Cumulative review.

Third year, second term, three hours a week.

### GEOMETRY

**2m.** Wentworth's Plane Geometry. Terms employed; definitions; axioms; the straight, oblique and parallel lines; triangles; quadrilaterals; polygons; the circle; the theory of limits; measure of angles; theory of proportion; problems of construction; exercises.

Second year, first term, five hours a week.

Wentworth's Plane Geometry. Similar polygons; numerical properties of figures; problems; exercises; areas of polygons; comparison of polygons; problems of construction; exercises; regular polygons and circles; maxima and minima; construction; exercises.

Second year, second term, five hours a week.

**4m.** Wentworth's Solid Geometry. Definitions; lines; plane angles; polyhedrons; prisms and parallelopipeds; pyramids; general theorems; cylinders; cones; spheres; figures on the surface of a sphere; measurement of spherical surfaces; spherical volumes; exercises.

Fourth year, first term, five hours a week.

## TRIGONOMETRY

**5m.** Wentworth-Smith's Plane and Spherical Trigonometry. Functions of acute angles; the right triangle; Goniometry; the oblique triangle; construction and use of tables. The right spherical triangle; the oblique spherical triangle; applications of spherical trigonometry.

Fourth year, second term, five hours a week.

## Sciences

### BIOLOGY

**1s.** Hunter's Elements of Biology. Experiments in Chemistry and Physics; protoplasm and cell; flowers; fruits; seeds and seedlings; roots; buds and stems; leaves; ecology; flowerless plants. Protozoa; metazoa; sponges; coelenterates; starfish.

First year, first term, five hours a week.

Hunter's Elements of Biology. Worms; crustaceans; insects; spiders and myriapods; mollusks; fishes; amphibians; reptiles; birds, mammals. Foods; digestion and absorption; the blood; circulation; muscles; the skeleton; respiration; excretion; the nervous system; the senses.

First year, second term, five hours a week.

### PHYSICS

**2s.** A First Course in Physics—Millikan & Gale. Measurement; fundamental units; density. Pressure in liquids. Pressure in air. Molecular motions. Force and motion; gravi-

tation. Molecular forces. Thermometry; expansion coefficients. Work and mechanical energy; power and energy. Work and heat energy; vaporization; industrial applications. The transference of heat.

Third year, first term, five hours a week.

A First Course in Physics—Millikan & Gale. Magnetism. Static Electricity. Electricity in motion. Effects of electrical currents. Induced currents; dynamos. Nature and transmission of sound. Properties of musical sounds; musical instruments. Nature and propagation of light. Image formation; optical instruments. Color phenomena. Invisible radiation. Review.

Third year, second term, five hours a week.

## CHEMISTRY

3s. Smith's Elementary Chemistry. Substances and properties; chemical change; air and its components; oxygen; measurement of gases; hydrogen; water; chemical units of weight; formulae and equations; solutions; hydrochloric acid; chlorine sodium and sodium hydroxide; acids, bases and salts; carbon; thermochemistry; nitrogen; ammonium.

Fourth year, first term, five hours a week.

Smith's Elementary Chemistry. Sulphur and its compounds; oxidizing substances; nitric acid; the halogen family; phosphorous, arsenic, antimony, bismuth; silicon and boron; compounds of sodium and potassium; the recognition of substances; fats, soaps and related compounds; explosives and plastics; plants, fuels and foods; some metallic elements.

Fourth year, second term, five hours a week.

## History

### ANCIENT HISTORY

1h. Morey's Greek History. Beginnings of History. Ancient oriental nations. Beginnings of Greece; Hellas and the Hellenes; oldest civilizations of Greece; Homeric age and cul-

ture; formation of Greek States; Sparta; Athens; expansion of Greece; culture of the early States. Foreign wars of Greece; Lydian and Persian conquests; invasions by Darius and Xerxes; effects of wars upon Greek culture. Growth of the Athenian Empire; constitution, Athenian art and culture under Pericles. Fall of the Athenian Empire; Peloponnesian war; latest struggle for supremacy. Rise of Macedon; age of Alexander; union of Greece and the Occident; absorption of Hellas by Rome.

Second year, first term, three hours a week.

Morey's Roman History. The land and its people; early history; Rome as a Kingdom. The Roman Republic; early struggles; conquests; organization; the supremacy of Rome. The Punic wars; conquests in East and West; Rome as a World power. Last century of the Republic; the times of the Gracchi; Marius and Sulla; Pompey and Caesar; civil wars; culture and society; end of the Republic. Establishment of the Empire; Augustus; the Julian emperors; the Flavian emperors; the five good emperors; decline of the Empire; barbarian invasion and the fall of the Western Empire. The gifts of Rome to civilization; monuments of Rome; literature, laws and social life.

Second year, second term, three hours a week.

## ENGLISH HISTORY

2h. Burk's Lingard's History of England. Britain, land, early tribes; Roman Britain; conquest by the Romans; form of government. Anglo-Saxon; foundation of the English Monarchy; Alfred the Great; the Danish kings; Edward the Confessor; manners and customs of the Anglo-Saxons; William the Conqueror; the Feudal system; the Crusades; the first schools; the Plantagenets; conquest of Ireland; the Magna Charta; the one hundred years' war; siege of Orleans; war of the Roses; history of Scotland and Ireland at this time; industry and commerce of England; social conditions.

Third year, first term, two hours a week.



Burk's Lingard's History of England. Accession of Henry VIII; rise of Protestantism in England; Mary; attempt to restore the Catholic religion; Elizabeth; religious wars; state of Ireland at this period; disturbances during the reign of Charles I; civil war; the Commonwealth; Cromwell; persecutions in Ireland; wars and internal dissensions; conflict with France; Treaty of Limerick; war with France renewed; the American Revolution; Declaration of Independence; Catholic Emancipation in Ireland; home rule; colonial expansion of England; industrial and social conditions.

Third year, second term, two hours a week.

### AMERICAN HISTORY WITH CIVICS

**3h.** American History. The New World. Discovery of America; a century of exploration. The English colonies; New England settlements; the colonies in the eighteenth century. The struggle with France for North America. Separation of the colonies from England. British rule in America; authority of Parliament; taxation; punishment of Massachusetts. The Declaration of Independence; Revolution; peace. The New Republic. The critical period. Launching of the government; the War of 1812. The National interests. Sectional interests. The new party.

**2c.** Fiske's Civil Government in the United States. Taxation and government. The township; its origin; the New England township; activities and officers. The county; its beginnings; old Virginia county; comparison of town and county; settlements in the East and West. The city; direct and indirect government; origin of the English borough and cities; government of the cities of the United States.

Fourth year, first term, five hours a week.

**3h.** American History. Slavery in the colonies. The Missouri compromise. The abolitionists. The Westward expansion. The Mexican War. The compromise of 1850. The crisis of disunion. Election of Abraham Lincoln; Southern Confed-

eracy; the Civil War; emancipation. The era of reconstruction. The political and industrial history of the Republic since the Civil War. The Republican machine; Cleveland Democracy. Entering the twentieth century. Spanish War; present day policies.

2c. Fiske's Civil Government in the United States. The State; colonial government; transition from colonial to state government; the legislative, judicial and executive departments in our states. The Federal Union; origin; the Constitution; Federal Congress; Federal executive. Relation of the State to the Nation. Territorial government. Growth and development of the government.

Fourth year, second term, five hours a week.

## Physical Training

1t. Elementary movements of the Swedish system of gymnastics. Elementary apparatus work. Marching, jumping and vaulting. Swimming. Elementary mat work. Gymnastic and recreative games. Pyramid building without apparatus.

First year, first and second terms, two hours a week.

2t. Intermediate movements of the Swedish system of gymnastics. Intermediate apparatus work. Fancy marching. Dumb-bell drills. Indian club swinging. Athletic games. Pyramid building without apparatus. Different forms of jumping. Swimming.

Second year, first and second terms, two hours a week.

3t. Advanced movements of the Swedish system of gymnastics. Advanced apparatus work. Advanced marching. Dumb-bell drill. Indian club swinging. Recreative games. Swimming and fancy diving. Advanced mat work.

Third year, first and second terms, two hours a week.

4t. Advanced movements of the Swedish system of gymnastics. Advanced apparatus work. Marching. Advanced mat work. Dumb-bell drill. Indian club swinging. Bag punching

Recreative and athletic games. Swimming, diving and water polo.

Fourth year, first and second terms, two hours a week.

Provision is made for instructions in Military Training according to the plan of the Military Training Commission of the State of New York. Instructions and drills are under the supervision of Regular Army Officers.

## Department of Music

The Musical Department at Niagara University offers exceptional advantages to those who wish to obtain a thorough knowledge of music. The aim of this department is not only to instruct, but to lead the student to the highest proficiency in the musical art. Lessons are given privately; classes are arranged for beginners as well as for more advanced students.

The Musical Department is under the personal direction of Prof. J. Ernest Rieger, Mus. Doc., a graduate of the Conservatory of Music at Baden, Germany. He is also the author of many musical compositions and especially qualified to instruct advanced students in Composition, Harmony, Counterpoint, etc.

**COURSES.** Courses are arranged according to the ability and intent of the student. Under Professor Rieger and his associates, opportunities are offered in the following: Pipe Organ, Piano, Violin, Viola, Cello, Contra Bass, Flute, Clarinet, Cornet, Trombone, French Horn, Saxophone, Oboe, Mandolin, Guitar, Banjo, Bassoon, Drum and Traps; Singing, Composition, Harmony, Counterpoint, Gregorian Chant and Rudiments of Music.

**REHEARSALS.** Any student of the Musical Department will have an opportunity of attending the free rehearsals of the Orchestra and Musical Clubs. These rehearsals, which occur at least twice a week, are of the greatest benefit to the students, perfecting them in their respective instruments and making them proficient in assembly play. Concerts are given from time to time during the year for the benefit of the Faculty and student body, and the Orchestra furnishes the music at all the public entertainments given by the University.

**PIANO COURSE.** As music at the University is optional, the student may enter any grade on examination. The whole course embraces seven grades. Those who possess no knowledge

of musical notation or the piano may enter the lowest grade. The completion of the seventh grade gives the student the greatest proficiency in this department of music. The Drs. Lebert and Stark Conservatory Method, used in conservatories and musical schools throughout Europe, is followed at Niagara University. It comprises such masters as Beethoven, Liszt, Wagner, Chopin, Mosheless, Faist, Mozart, Shumann, Handel, Mendelssohn, Kullack, Bach, and others too numerous to mention.

**SINGING.** The cultivation of the voice requires the most careful training, and still there is scarcely any branch of the musical art which is more neglected. Instructions in correct breathing, proper interpretation, voice placement, tone production, etc., are given in this Department. The Italian method used by all the great masters is taught exclusively. As the knowledge of French, German and Italian is often desirable, an opportunity to pursue courses in these is offered in the other Departments of the University.

In the other courses, such as Violin, Viola, Cello, Cornet, Mandolin, etc., only the most thorough methods used by the artists on their respective instruments are taught. It is the aim of the Department of Music at Niagara University to offer the student the best in each course, following in its instructions the masters in the different branches of the art.

The courses in Composition, Harmony and Counterpoint are formed according to the principles and methods of Marx, Bussler, Lobe, Richter, etc.

**ORGAN COURSE.** A course for the training of organists has recently been inaugurated at the University. The object of this course is to instruct musicians who wish to become organists in all the requirements of a Catholic organist. Candidates for admission to this course are expected to have a fair knowledge of the piano forte playing. The method of Oberhopper is followed in this course. The course also embraces a drilling in Plain Chant; elements of Liturgy and Rubrics, and a thorough explanation of the Church Calendar. Instructions in Latin are



given by the Professors of the University. We have a first-class two-manual pipe organ, operated by electricity, for the benefit and practice of the students. The terms for this course will be furnished on application.

The charges for courses in the Department of Music are as follows:

Lessons on the Piano and use of instrument, for the scholastic year .....	\$50.00
Lessons on the Piano and use of instrument, for half of the scholastic year .....	25.00
Lessons on other musical instruments, for the scholastic year .....	40.00
Lessons on other musical instruments, for half of the scholastic year .....	20.00
Extra lessons on any instrument—each half hour.....	1.00

For further information, address

PROF. J. ERNEST RIEGER, Mus. Doc.,  
 Director of Musical Department,  
 Niagara University, N. Y.

## Catalogue of Students

Addison, William J. . . . .	New York
Bannon, James J. . . . .	New York
Bardon, John J. . . . .	Massachusetts
Barrett, John . . . . .	New York
Betzler, Lyle C. . . . .	New York
Blake, George F. . . . .	Connecticut
Bogan, Robert J. . . . .	New York
Bogden, Edward . . . . .	New York
Borden, Race . . . . .	New York
Brady, James F. . . . .	New York
Brady, Leon J. . . . .	New York
Braas, Nicholas . . . . .	New York
Braas, Paul N. . . . .	New York
Bride, John D. . . . .	Connecticut
Brophy, Arthur J. . . . .	New York
Brown, William H. . . . .	New York
Brunner, Noah . . . . .	Pennsylvania
Brydges, Earl W. . . . .	New York
Burke, John . . . . .	New York
Burns, Walter T. . . . .	New York
Byrne, Jos. S. . . . .	New York
Caffrey, William J. . . . .	New York
Cantlin, Richard A. . . . .	New York
Carrigg, Joseph L. . . . .	Pennsylvania
Carroll, Paul . . . . .	Connecticut
Carver, John . . . . .	New York
Cassidy, Michael . . . . .	New York
Cibirka, Cassimir . . . . .	Connecticut
Clancy, Joseph H. . . . .	New York
Collins, John A. . . . .	Connecticut
Colombe, Albert . . . . .	New York
Colpois, Justin . . . . .	New York

Comerford, William . . . . .	New York
Conboy, Leonard . . . . .	New York
Conley, Jas. J. . . . .	New York
Connell, William . . . . .	New York
Connor, George . . . . .	New Hampshire
Conroy, Joseph . . . . .	New York
Corcoran, Francis P. . . . .	New York
Cotter, Jeffrey J. . . . .	New York
Coyle, Leo J. . . . .	New York
Coyle, Phil . . . . .	New York
Creagh, Edward G. . . . .	New York
Cregan, Leo T. . . . .	New York
Cronin, Edward . . . . .	New York
Cross, Charles P. . . . .	Maryland
Crotty, Austin J. . . . .	New York
Crotty, John . . . . .	New York
Curran, Edward S. . . . .	New York
Curry, Thomas F. . . . .	New York
Curtin, Charles P. . . . .	New York
Curtin, Paul . . . . .	New York
Curtin, Raymond . . . . .	New York
Curtin, Roger B. . . . .	New York
Dacci, Guy P. . . . .	New York
Daley, Thomas . . . . .	New York
Davern, Jeremiah J. . . . .	New York
Davitt, Charles J. . . . .	Pennsylvania
Desautels, Harvey G. . . . .	New York
Devins, Herbert J. . . . .	New York
Dillon, Emerson D. . . . .	New York
Doherty, John . . . . .	New York
Dolan, John W. . . . .	New York
Dolan, Joseph P. . . . .	New York
Dolan, Thomas . . . . .	New York
Donahue, George . . . . .	New York
Donlon, Michael . . . . .	New York
Donovan, James . . . . .	Massachusetts
Donovan, Maurice . . . . .	New York

Dorgan, Alexander . . . . .	New York
Dumontas, Michael . . . . .	New York
Dowling, Thomas J. . . . .	New York
Doyle, Clement . . . . .	New York
Doyle, Thos. O'B. . . . .	Virginia
Drapeau, Charles . . . . .	Massachusetts
Driscoll, Edward : . . . .	New York
Duane, Paul . . . . .	New York
Duggan, John F. . . . .	New York
Dulczewski, Walter . . . . .	New York
Dunn, Peter A. . . . .	New York
Eberle, William A. . . . .	New York
Egan, Thomas . . . . .	New York
Ennis, James V. . . . .	New York
Enright, J. David . . . . .	New York
Fahey, John . . . . .	New York
Farrell, William F. . . . .	New York
Fearey, John J. . . . .	New York
Fell, John J. . . . .	New York
Fell, Lawrence . . . . .	New York
Finigan, Thos. J. . . . .	New York
Fisher, Reinhold . . . . .	New York
Fitzgerald, George J. . . . .	New York
Fitzgerald, William J. . . . .	New York
Fitzpatrick, John A. . . . .	New York
Flanagan, Frank . . . . .	New York
Flanagan, Harry . . . . .	Connecticut
Flynn, Arthur . . . . .	New York
Foley, George W. . . . .	Ontario, Can.
Futterer, J. Spensley . . . . .	New York
Gaffigan, Charles . . . . .	New York
Gauthier, Stomps . . . . .	New York
George, Francis . . . . .	New York
Gillen, Austin . . . . .	Ohio
Girard, Norbert . . . . .	Connecticut

Goodson, George . . . . .	New York
Goodson, Robert . . . . .	New York
Gormley, Francis . . . . .	New York
Green, Arthur . . . . .	New York
Griesemer, Joseph . . . . .	New York
Griffin, Donald M. . . . .	Connecticut
Griffin, Thomas . . . . .	New York
Griffin, William M. . . . .	Pennsylvania
Grill, Herbert . . . . .	New York
Guarnieri, George . . . . .	Ohio
Guziewicz, George L. . . . .	New York
Hackett, Michael . . . . .	Pennsylvania
Hallenan, Leo . . . . .	New York
Handerhan, Francis P. . . . .	New York
Haney, George . . . . .	Connecticut
Haney, Herbert . . . . .	Connecticut
Hannan, Henry . . . . .	New York
Hart, John J. . . . .	New York
Hartnett, Frederick . . . . .	New York
Harvey, Leo B. . . . .	New York
Harvey, William J. . . . .	New York
Hayden, James H. . . . .	Massachusetts
Herb, Paul J. . . . .	Ontario, Can.
Hickey, Edward C. . . . .	New York
Hicks, Francis . . . . .	New York
Hiney, William H. . . . .	New York
Hogan, Gerald L. . . . .	Ohio
Hogan, Paul . . . . .	Ohio
Holloway, James, Jr. . . . .	New York
Honan, Joseph A. . . . .	New York
Hughes, James, Jr. . . . .	New York
Hughes, Ray . . . . .	Connecticut
Hunt, Francis . . . . .	New York
Hunt, William . . . . .	New York
Illig, Joseph F. . . . .	New York
Ivers, Edward . . . . .	New York



Jakubowski, James, Jr. . . . .	New York
Kamler, Alfred . . . . .	New York
Keenan, Donald M. . . . .	Illinois
Kehoe, Chas. H. . . . .	New York
Kehoe, Raymond . . . . .	New York
Keller, Anthony . . . . .	New York
Kelly, Joseph G. . . . .	New York
Kelly, Joseph P. . . . .	New York
Kelly, Vincent P. . . . .	New York
Kennedy, Joseph . . . . .	New York
Kenney, James D. . . . .	Connecticut
Kiernan, Thomas . . . . .	New York
Koch, George . . . . .	New York
Lake, Edward . . . . .	New Jersey
Lannen, George J. . . . .	Connecticut
Lannon, Bernard . . . . .	New York
Lapointe, Edmund . . . . .	Massachusetts
Lautz, Edward . . . . .	New York
Lautz, John . . . . .	New York
Lauzau, Wilbur F. . . . .	New York
Lawler, Francis J. . . . .	Connecticut
Leahy, Thomas . . . . .	New York
Leary, Daniel . . . . .	New York
Lenahan, William F. . . . .	New York
Leonard, John . . . . .	New York
Lewandowski, Jos. A. . . . .	New York
Linehan, Frederick . . . . .	New York
Long, John . . . . .	Connecticut
Lyons, Michael . . . . .	New York
McCabe, Felix . . . . .	New York
McCarthy, Edward . . . . .	Ohio
McCarthy, John J. . . . .	New York
McCosker, Patrick . . . . .	New York
McCoy, Julius C. . . . .	New York
McCoy, Leo . . . . .	New York
McDowell, Edward . . . . .	New York

McGarrigle, Clarence . . . . .	New York
McGaulley, Clarence . . . . .	New York
McGaulley, William . . . . .	New York
McGee, Paul B. . . . .	New York
McGlynn, Frank . . . . .	New York
McGrath, Gabriel . . . . .	New York
McGrath, James . . . . .	New York
McGuire, Emmett . . . . .	New York
McKay, Thomas E. . . . .	New York
McKeown, James . . . . .	Illinois
McLean, James . . . . .	New York
McMahon, John . . . . .	New York
McMahon, John James . . . . .	New York
McNeil, Robert . . . . .	New York
Madaye, John . . . . .	New York
Madigan, Edwin . . . . .	New York
Magee, Charles F. . . . .	New York
Magrum, Jos. L. . . . .	New York
Mahar, G. Richard . . . . .	New York
Maher, John J. . . . .	New York
Malone, Francis J. . . . .	New York
Maloney, Vincent . . . . .	New York
Maloney, William . . . . .	Ohio
Manion, William . . . . .	New York
Markham, D. Harold . . . . .	New York
Martin, Edward . . . . .	New York
Martin, Francis B. . . . .	New York
Mathews, L. Carl . . . . .	New York
May, Edward . . . . .	New York
May, James R. . . . .	Connecticut
Melaven, James . . . . .	Pennsylvania
Mellerski, Peter . . . . .	New York
Monin, Clifford J. . . . .	New York
Monin, Franklin L. . . . .	New York
Moran, Charles E. . . . .	New York
Moran, William F. . . . .	New York
Morre, Hector . . . . .	New York

Moynihan, Seward . . . . .	New York
Mulderry, Benjamin . . . . .	New York
Mulhern, Matthew F. . . . .	Pennsylvania
Mullen, James B. . . . .	Massachusetts
Mulroy, James F. . . . .	New York
Murphy, Edward C. . . . .	Rhode Island
Murphy, J. Francis . . . . .	New York
Murphy, Francis . . . . .	New York
Murphy, Joseph F. . . . .	Connecticut
Murphy, William . . . . .	New York
Murray, Lawrence R. . . . .	New York
Nassoiiy, Henry E. . . . .	New York
Nolan, Edward W. . . . .	New York
Noonan, William M. . . . .	Pennsylvania
Norton, Harry . . . . .	New York
Norton, Paul J. . . . .	New York
O'Brien, James M. . . . .	New York
O'Brien, J. Vincent . . . . .	New York
O'Brien, Joseph E. . . . .	New York
O'Brien, Leo . . . . .	New York
O'Brien, Martin R. . . . .	New York
O'Connell, James M. . . . .	New York
O'Connell, Paul H. . . . .	New York
O'Leary, Robert . . . . .	Ohio
O'Niel, Gerald . . . . .	Ohio
Padden, John . . . . .	Connecticut
Parker, William H. . . . .	New York
Peggs, Edgar . . . . .	New York
Pezzulo, Joseph J. . . . .	New York
Pfeiffer, Frederick . . . . .	New York
Phelan, Ormande J. . . . .	Connecticut
Pilarske, Thomas . . . . .	New York
Quinn, Albert . . . . .	New York
Quinn, Harold . . . . .	New York

Quinn, J. Raymond . . . . .	New York
Quinn, Vincent W. . . . .	Connecticut
Quirk, John . . . . .	New York
Reagan, Brendan . . . . .	New York
Reagan, Charles . . . . .	New York
Reagan, John . . . . .	Connecticut
Reddy, Robert . . . . .	New York
Reidy, Raymond J. . . . .	New York
Reilly, James P. . . . .	Pennsylvania
Reynolds, Francis E. . . . .	New York
Rieber, Norman . . . . .	New York
Rivas, George . . . . .	Merida, Mexico
Russell, Robert . . . . .	New York
Ryan, Edward . . . . .	New York
Ryan, Francis . . . . .	New York
Ryan, J. Lester . . . . .	New York
Ryan, Raymond J. . . . .	New York
Ryan, William . . . . .	New Jersey
Sanders, Edward J. . . . .	New York
Sanders, Paul . . . . .	New York
Schwartz, Joseph W. . . . .	New York
Scully, Alphonso J. . . . .	New York
Sehl, John . . . . .	New York
Selbert, Eugene . . . . .	New York
Seyboldt, Joseph H. . . . .	Pennsylvania
Shanahan, James M. . . . .	New York
Shanahan, Thomas P. . . . .	New York
Shay, William A. . . . .	New York
Shaw, John . . . . .	New York
Shea, James . . . . .	Ohio
Shearman, Richard . . . . .	New York
Sheehan, Francis D. . . . .	New York
Shemalie, Michael F. . . . .	New York
Smith, Peter H. . . . .	New York
Snelus, Martin J. . . . .	Ohio
Snyder, Thomas A. . . . .	New York

Sommers, Howard E.	New York
Sowinski, Francis	New York
Speicher, Frank F.	New York
Spillane, John D.	New York
Staunton, Robert	New York
Stempien, Blase	New York
Stoll, George	New York
Stronz, Anthony J.	New York
Sullivan, John J.	New York
Sullivan, Joseph J.	New York
Sweeney, Charles L.	New York
Sweeney, Jerome	New York
Swinburne, Joseph P.	Dist. Columbia
Switzer, John	New York
Thompson, Harvey J.	New York
Thompson, Joseph	Ontario, Canada
Tierney, John J.	New York
Tobin, Lyal	New York
Toole, Austin A.	Rhode Island
Toomey, John J.	Connecticut
Tubbs, Francis E.	New York
Tucker, John J.	New York
Tully, Fred	New York
Vaughn, Joseph	New York
Walsh, Edward J.	New York
Walton, James M.	New York
Ward, Walton	New York
Weitzman, Francis	New York
White, Henry	New York
White, John	New York
White, John T.	New York
Winiarski, Walter	New York
Yonder, Carl	New York
Zucker, Albert	Ohio





## Appendix

### THE APOSTLESHIP OF PRAYER

#### In League with the Sacred Heart of Jesus.

This is a pious association which exercises the apostolic office of promoting the glory of God and the salvation of souls by prayer, both mental and vocal, and also by other pious works, in so far as they are impetratory and can unite with the Sacred Heart of Jesus in attaining the end proposed. Every regulation of the League is scrupulously observed by the students. As an additional work of piety, at the monthly meeting, each promoter selects special days for communion, so as to cover the whole month, and thus a continual chain of Communions of Reparation is offered up to the Sacred Heart. The first Friday of each month is a general Communion Day for the promoters and associates. The earnestness manifested by the members is truly edifying and promises to be the source of much lasting good. The large membership shows that our young men are alive both to their corporal and spiritual needs.

### SODALITY OF THE B. V. M.

**Under the Title of the Immaculate Conception of the B. V. M.  
and Under the Patronage of St. Aloysius Gonzaga.**

The Sodality was established in the College Department of this institution on the Feast of the Immaculate Conception, 1870. Its organization is in strict accordance with the requirements of the Sodality approved by Pope Gregory XIII, in 1554, and enriched with the most abundant indulgences by Popes Sixtus V, Gregory XV, Clement VII, Benedict XIV, Clement XIII, Pius VII and other Pontiffs.

**"OLD NIAGARA"****ALUMNI ASSOCIATION OF NIAGARA UNIVERSITY****(Founded November 23, 1881)**

The Niagara University Alumni Association has for its object the preservation of the friendships formed at Niagara, in Study Hall or Seminary; the strengthening, through yearly meetings, of the spirit of loyalty to Alma Mater; the welding together, through means of permanent organizations, of Niagara's clergy and laity, thus expanding by concerted action in the outside world, the efforts of this institution as an educational factor.

All students who have spent one year in the institution are entitled to membership.

An annual fee of \$2.00 is contributed by each member to defray the expenses connected with the yearly meeting.

**Original Officers**

President . . . . Rev. Martin Carroll, '64, Brooklyn, N. Y.  
 Vice-Presidents, Rev. James Rogers, '61; Rev. J. P. McIncrow, '70; Rev. John J. Delaney, '78; Rev. M. A. Taylor, '76; W. K. Brown, M. D., '70.

Secretary, Rt. Rev. Mgr. Edward W. McCarty, '70, Brooklyn, N. Y.

Treasurer . . . Gregory Doyle, M. D., '57, Syracuse, N. Y.

**Officers for 1919-1920****President**

Hon. Edmund S. Cummings, D. C. L., '83, Chicago, Ill.

**Vice-Presidents**

Rev. James P. Donovan, '83, Middletown, Conn.

Rev. Joseph H. King, '01, Torrington, Conn.

Rev. John F. Ryan, '92, Buffalo, N. Y.

\*Rt. Rev. John Walsh, LL. D., '66, Troy, N. Y.

Rev. Benedict J. Gillon, '03, Albany, N. Y.

Rev. Alexander McKay, D. D., '90, Philadelphia, Pa.

Mr. Frederick McCarthy, '01, Ansonia, Conn.

---

\* Deceased.

Mr. Joseph M. Stanton, '99, Chicago, Ill.  
 Mr. Joseph O'Brien, '94, Cleveland, O.  
 Mr. Morris Horan, '05, Philadelphia, Pa.  
 Col. William J. Donovan, LL. D., '02, Buffalo, N. Y.  
 Mr. William J. Lawless, '11, Syracuse, N. Y.

Treasurer

Very Rev. William E. Katzenberger, C. M., Niagara University.

Historian

Rev. Kiernan P. Moran, C. M., D. D., '03, Germantown, Pa.

Secretary

Wm. P. Cunningham, '06, 20 South Eighteenth Street, Philadelphia, Pa.

## LITERARY ASSOCIATIONS

The three Literary Associations have existed almost from the very beginning of the institution. By means of debates, orations, essays and impromptus they afford the members practical exercises in English, elocution and dialectics. They are also the means of cultivating self-possession, overcoming that timidity and fear which the unexperienced feel when called upon to address an assembly. The practice of parliamentary law furnishes that training which is of the greatest benefit in conducting the affairs of like associations. Meetings are held every week, and each society is under the care of a Reverend Censor.

### R. E. V. R. LITERARY ASSOCIATION

"Semper Vindicatur Veritas"

Organized September 26, 1866

Officers

Censor, Rev. Arthur J. Flood, C. M.

**First Term**

**Second Term**

James Shanahan.....	President.....	J. Raymond Quinn
William Griffin.....	Vice-President.....	William Hunt

Robert Russell.....	Secretary.....	Joseph P. Kelly
William Eberle.....	Treasurer.....	John J. Fearey
James Bannon.....	Librarian.....	Peter L. Dunn
Raymond Reidy....	Sergeant-at-Arms....	Joseph Lewandowski
Harvey J. Thompson	} Business Committee	{ Leon J. Brady
Francis Ryan		
Joseph P. Kelly	} Question Committee	{ Raymond J. Reidy
Joseph Vaughn		
Felix J. McCabe		
		{ Walter Dulczewski
		{ Francis Ryan

## S. O. L. A. LITERARY ASSOCIATION

“Amor Veritatis et Sapientiae”

Organized October 6, 1869

### Officers

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James B. Mullen....	Sergeant-at-Arms.....	Paul Curtin
William J. Connell	} Business Committee	{ Harry E. Flanagan
John J. McMahon		
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Harry E. Flanagan	} Question Committee	{ William J. Connell
Walter T. Burns		
Vincent Quinn		
		{ Charles J. Davitt
		{ John J. Toomey



## BASILIAN LITERARY ASSOCIATION

“Veritas et Convicto Ancillae Sapientiae”

Orffanized November 20, 1869

## Officers

Censor, Rev. Dana J. Duggan, C. M.

## First Term

## Second Term

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Michael Donlon.....	Vice-President.....	Charles Curtin
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William Murphy.....	1st Asst. Bus. Comm.....	James McGrath
Paul Herb.....	2d Asst. Bus. Comm..	Frederick Hartnett
Donald Keenan.....	Librarian.....	Donald Keenan
James Hughes.....	Assistant Librarian.....	William Noonan
Thomas Curry.....	Sergeant-at-Arms.....	James Ennis

## ST. VINCENT'S BURSE OR LOAN FUND

“To preach the gospel to the poor the Lord hath sent me.”

The object of St. Vincent's Burse is to enable poor students to receive the benefit of higher Catholic Education, and in particular to assist such as have a vocation to the Holy Priesthood. Many of our best and brightest Catholic boys feel called by God to become Priests, yet are unable to enter College, owing to lack of means. Through St. Vincent's Burse the funds are supplied. The money is given to the Students as a loan, the return to be made after their ordination, or the attainment of their position in life. This return is made to the Burse itself, which again uses it for similar purposes.

### Membership

Members pay yearly 50 cents or any higher amount. Life members pay \$600. This can be given at the rate of \$25, \$50, or \$100 a year.

### Benefits

1. The Holy Sacrifice of the Mass is offered every day for the spiritual and temporal benefit of the members.

2. Each student promises to remember his benefactors every day in his prayers and other good works.

3. He promises also to assist at Mass, receive Holy Communion and say the beads once every month for the special benefit of those who help him.

4. Also when he has attained the object of his studies, to celebrate Masses or have them offered for his benefactors.

5. All members and faithful Promoters will enjoy these great benefits, not only during life, but also after death—for all time—as long as the Burse continues.

6. Since the saving of one vocation may mean the saving of many thousands of souls, and since each soul cost our Lord His Precious Blood, all who help in this work can reasonably expect great and wonderful favors known only to God himself.

7. The dead as well as the living may be enrolled as members sharing in all the Masses.

VERY REV. WILLIAM E. KATZENBERGER, C. M.,  
President.

N. B.—Please address all communications to The Very Rev. President, Niagara University, Niagara Falls, N. Y.

## NIAGARA CECILIAN ASSOCIATION

### Officers

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Director . . . . . Prof. J. Ernest Rieger, Mus. Doc.

President . . . . . Harvey J. Thompson

Vice-President . . . . .	William J. Connell
Secretary . . . . .	Vincent W. Quinn
Treasurer . . . . .	Charles H. Kehoe
Sergeant-at-Arms . . . . .	Julius McCoy
Librarian . . . . .	Martin J. Snelus

### Orchestra

First Violins—H. J. Thompson, C. H. Kehoe, W. J. Connell,  
J. J. McCarthy, Julius McCoy, V. W. Quinn.  
Second Violins—Leo McCoy, Arthur Flynn, Edward Cronen.  
First Cornets—James F. Donovan, Edw. J. Lautz.  
Flute—Paul L. Hemmer.  
Cello—F. R. Sellman.  
Viola—Martin J. Snelus.  
Bass Violin—Anton Keller.  
Trombone—Francis George.  
Drums and Traps—Gerald Hogan.  
Saxophone—Joseph Magrum.  
Piano—John J. Lautz.

## NIAGARA UNIVERSITY ATHLETIC ASSOCIATION

### Officers

President . . . . .	John Tucker
Vice-President . . . . .	Daniel Leary
Secretary . . . . .	Joseph Carrigg
Treasurer . . . . .	Charles Davitt
Press Correspondent . . . . .	Austin Toole

### ATHLETIC TEAMS

Mr. John F. Blake, A. B., Coach.

#### Varsity Baseball Team

Manager . . . . .	James Kenney
Captain . . . . .	Michael Cassidy

**Reserve Baseball Team**

Manager . . . . . Howard Sommers  
Captain . . . . . Donald Keenan

**Varsity Basketball Team**

Manager . . . . . Leo O'Brien  
Captain . . . . . J. Raymond Quinn

**Reserve Basketball Team**

Manager . . . . . Thomas Curry  
Captain . . . . . Joseph Illig

**Varsity Football Team**

Manager . . . . . Michael Cassidy  
Captain . . . . . Edward Nolan

**Track Team**

Manager . . . . . William Griffin  
Captain . . . . . Frank A. Ryan  
Coach . . . . . E. A. Capperman

## Acknowledgments

The Very Rev. President and Faculty of the University make grateful acknowledgment:

To subscribers to the Alumni Fund.

For the library of the late Rev. Thomas F. Gregg, '77.

For the library of the late Rev. Thomas Milde, '85.

For the library of the late Rev. Arthur Madden.

To contributors to the Novenas of Masses.

For donations of medals and prizes.

To contributors to the New Chapel Fund.

To subscribers to St. Vincent's Burse.

For New York Regents Reports.

For Reports of Weather Bureau.

For publications of United States Department of Agriculture.

For publications of New York State College of Agriculture.

For Reports of Census Bureau.

For publications of Smithsonian Institute.



## Prizes and Medals

June 17, 1919

1. Purse of \$25.00 in Gold, donated by Rt. Rev. Joseph D. Glass, C. M., D. D., Bishop of Salt Lake City, for the best Shakespearean Essay, is awarded to J. Ormonde Phelan of Meriden, Conn. Honorable mention: J. Raymond Quinn of Schenectady, N. Y.

2. Purse of \$25.00 in Gold, donated by Very Rev. Michael Clune, V. G., LL. D., of Syracuse, N. Y., for the best oration in the Oratorical Contest, is awarded to William F. Lenahan, Watervliet, N. Y. Honorable mention, Charles H. Kehoe, West Winfield, N. Y.

3. Gold Medal, donated by Rev. Andrew Hartigan, A. M., D. D., '00, of Buffalo, N. Y., for First Place in Senior Philosophy, Seminary Department, is awarded to Leo D. Foley, Titusville, Pa. Honorable mention: Arthur L. Gallagher of Cleveland, Ohio.

4. Gold Medal, donated by Rev. John J. Keane, A. M., '09, of Lewiston, N. Y., for First Place in Junior Philosophy, Seminary Department, is awarded to Edmund A. Lapointe of Holyoke, Mass. Honorable mention: Thomas V. Kiernan of Cortland, N. Y.

5. Gold Medal, donated by Very Rev. Msgr. John P. Hoffmann, '72, of Brooklyn, N. Y., for First Place in Christian Evidence (Competitive Examination), is awarded to John Inderdohnen of Mystic, Conn. Honorable mention: John W. Casey of Glens Falls, N. Y.

6. Gold Medal, donated by Rt. Rev. Msgr. Wm. P. Fitzgerald, '84, of Troy, N. Y., for First Place in Christian Doctrine

(Competitive Examination), is awarded to Guy P. Dacci of Troy, N. Y. Honorable mention: Wm. F. Moran, Niagara Falls, N. Y.

7. Gold Medal, donated by Very Rev. John J. McLoughlin, M. R., V. F., '78, of Binghamton, N. Y., for First Place in College Chemistry, is awarded to Charles Gaffigan of Troy, N. Y. Honorable mention: John Reidy of Watervliet, N. Y.

8. Gold Medal, donated by Rev. Martin J. Lee, '78, of Medway, Mass., for First Place in High School Chemistry, is awarded to Daniel M. Leary of Olean, N. Y. Honorable mention: Francis Sheehan of Niagara Falls, N. Y.

9. Gold Medal, donated by Rev. Thomas H. Barrett, LL. D., '87, of Buffalo, N. Y., for First Place in the High School Elocution Contest, is awarded to Thomas Curry of Hornell, N. Y.

10. Gold Medal, donated by Rev. James J. Flaherty, LL. D., '79, of Chicago, Ill., for Highest Average in Sophomore Year, is awarded to John E. Reidy of Watervliet, N. Y. Honorable mention: Charles Gaffigan of Troy, N. Y.

11. Gold Medal, donated by Rev. James J. Roche, '79, of Niagara Falls, N. Y., for Highest Average in Freshman Year, is awarded to John Inderdohnen of Mystic, Conn. Honorable mention: Daniel M. Leary of Olean, N. Y.

12. Gold Medal, donated by Mr. Edmund S. Cummings, D. C. L., '83, of Chicago, Ill., for Highest Average in Fourth Year High School, is awarded to Francis D. Sheehan of Niagara Falls, N. Y. Honorable mention: Leo Machelor of Albany, N. Y.

13. Gold Medal, donated by Rev. Henry V. Dolan, '97, of Buffalo, N. Y., for Highest Average in Third Year High School, is awarded to Henry Nassoïy of Niagara Falls, N. Y. Honorable mention: Clifford Monin of Niagara Falls, N. Y.

14. Gold Medal, donated by Rev. Matthew O'Brien, '90, of Ashtabula, Ohio, for Highest Average in Second Year High School, is awarded to George Haney of New London, Conn. Honorable mention: John M. McMahon of Buffalo, N. Y.

15. Gold Medal, donated by Rev. John T. Lynch, '86, of Meriden, Conn., for Highest Average in First Year High School, is awarded to Herbert V. Hess of Brooklyn, N. Y. Honorable mention: Charles E. Moran of Niagara Falls, N. Y.

The following Degrees were conferred  
on June 17, 1919

**Bachelor of Arts**

Stephen R. Bauschard of Erie, Pa.  
R. Pearce Connor of Camden, N. J.  
Leo J. Glynn of Niagara Falls, N. Y.  
Bernard A. Janczewski of Erie, Pa.  
William M. Martin of Buffalo, N. Y.  
George C. Zimpfer of Buffalo, N. Y.

**Master of Arts**

Rev. Michael A. Dalton of Brooklyn, N. Y.  
Rev. Otto F. Guenther of Glenmont, Ohio.  
James B. Brennock of Albany, N. Y.  
Bartholomew B. Doyle of Philadelphia, Pa.  
Thomas E. Fernan of Corning, N. Y.  
John A. Fitzgerald of Albany, N. Y.  
James P. Holleran of Scranton, Pa.  
William F. Holl of Jersey City, N. J.  
James P. Hanrahan of Watervliet, N. Y.  
Alexander F. Jankowski of Buffalo, N. Y.  
Myles P. Sexton of Utica, N. Y.  
George A. Shapley of Binghamton, N. Y.  
Linus C. Speidel of Buffalo, N. Y.  
Paschal J. Tronolone of Buffalo, N. Y.  
Joseph J. Weitekamp of Dannemore, N. Y.

**HONORARY DEGREES**

**Master of Arts**

Rev. Patrick J. Clune, '99, of North Plainfield, N. J.

**Doctor of Laws**

Rt. Rev. William M. Foley, '87, of Chicago, Ill.  
Rev. Thomas W. Cavanaugh, '86, of Titusville, Pa.  
Rev. Francis X. Ludeke, '89, of Brooklyn, N. Y.  
Rev. Edward J. Rengel, '93, of Olean, N. Y.  
Col. William J. Donovan, '02, of Buffalo, N. Y.  
Edward M. Dooley, M. D., of Buffalo, N. Y.





## Niagara Index

The representative journal of the University and official organ of the Alumni Association, is edited and entirely controlled by a staff of students appointed by the Very Reverend President.

Niagara's Tribute, which appeared January 1, 1870, was the first attempt at college journalism at Niagara. After a year's existence this sheet gave place to the Index Niagarensis, and this, in turn (on December 15, 1874), became the Niagara Index.

The Index is published monthly, and the influence that it exerts in elevating the literary standard of the College and Seminary by affording an opportunity for aspiring scribes, the pleasant means of communication which it offers, and the happy manner in which it preserves the bond of fellowship existing between the Alumni and the Alma Mater, have merited for it the substantial encouragement of many friends and subscribers, Alumni and students of "Old Niagara."

Communications should be addressed:

NIAGARA INDEX,

Niagara University P. O.,

New York.

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